MCQGPT

UPSC EXAM 2026

PRINCIPAL & VICE PRINCIPAL

MCQGPT

Volume - 5

Management

CHAPTER-WISE MCQ BANK

MCQ GPT

SCAN TO GET DEMO PDF OF FULL BOOK

UPSC 2026

UNION PUBLIC SERVICE COMMISSION

PRINCIPAL & VICE PRINCIPAL

VOLUME 5

MANAGEMENT

Chapter-Wise MCQ Bank
As Per the Latest Syllabus

MCQGPT

Downloaded from www.pdf.tube

UPSC PRINCIPAL & VICE PRINCIPAL
Volume 5: Management
Edition: August 2026
Published by :MCQGPT

Information contained in this book has been obtained by author, from sources believes to be reliable. However, neither MCQGPT nor its author guarantee the accuracy or completeness of any information herein and MCQGPT nor its author shall be responsible for any error, omissions, or damages arising out of use of this information. This book is published with the understanding that MCQGPT and its author are supplying information but are not attempting to render engineering or other professional services.

MRP ₹690.00

MCQGPT

MCQGPT
125, Sector 6, Vidyadhar Nagar, Jaipur 302039
Phone :+91 9001005245
email : mcqgpt@yahoo.com

CONTENTS

CHAP : 01	Management: Nature, Scope, and Five Functions	5
CHAP : 02	Role of a Manager in an Organization	44
CHAP : 03	Leadership Tasks and Styles	79
CHAP : 04	Leadership Theories	116
CHAP : 05	Effective Leader vs. Successful Leader	153
CHAP : 06	Human Resource Development: Concept and Goals	189
CHAP : 07	Performance Appraisal, Potential Appraisal, Feedback, and Counseling	226
CHAP : 08	Career Planning, Training, and Development	264
CHAP : 09	Rewards and Employee Welfare	304
CHAP : 10	Motivation Theories and Managerial Application	343
CHAP : 11	Morale: Concept and Determining Factors	380
CHAP : 12	Role of Incentives in Building Morale	417
CHAP : 13	Communication Process, Channels, and Barriers	456
CHAP : 14	Communication Types	495
CHAP : 15	Role of IT in Communication	532

Click Here to Buy book on Amazon

CHAP : 16 Class Observation and School Supervision 570

CHAP : 17 Ethics in School Management 604

CHAP : 18 Emotional Intelligence 643

MCQGPT

****

CHAPTER 01

Management: Nature, Scope, and Five Functions

1. Which of the following best defines Educational Management at the institutional level?
(A) The mechanical application of statutory service rules to enforce compliance among teaching staff
(B) A process of planning, organizing, directing, and controlling human and material resources to achieve institutional goals efficiently
(C) The exclusive exercise of administrative authority by the Head of School to implement state policy
(D) The routine maintenance of cash books, stock registers, and student attendance registers

2. Educational Administration differs fundamentally from Educational Management in that Educational Administration is primarily concerned with:
(A) Executing daily operational tasks within classroom settings
(B) Managing interpersonal conflicts among teaching faculty
(C) Directing continuous professional development programs
(D) Formulating overall policies, goals, and regulatory frameworks

3. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The application of Henri Fayol's principle of 'Unity of Command' strictly prohibits a teacher from receiving direct instructions simultaneously from both the Vice-Principal and the Head of School.
Reason (R): Receiving orders from more than one superior causes dual subordination, leading to confusion, breakdown of discipline, and dilution of operational accountability.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. In Henri Fayol's 14 Principles of Management, the term 'Gang Plank' refers to:
(A) A strict hierarchical ladder that must never be bypassed under any administrative circumstance
(B) The process of delegating financial powers to sub-ordinate officers in emergency situations
(C) A direct horizontal communication bridge between employees of equal rank to prevent delay while respecting the scalar chain
(D) A formal disciplinary procedure for terminating non-performing staff members

5. In Luther Gulick's famous management acronym POSDCORB, the letters 'CO' stand for which specific administrative function?
(A) Coordinating
(B) Controlling
(C) Cooperation
(D) Communication

6. Consider the following statements regarding the levels of management in a senior secondary school system:
I. Top-level management includes the Directorate of Education and School Managing Committee, responsible for goal setting and overall policy formulation.
II. Middle-level management comprises Heads of Schools and Vice-Principals, responsible for translating policy into operational plans.
III. Supervisory-level management consists of Departmental Heads (PCCs/TGT In-charges), focusing on direct oversight of instructional delivery.
Which of the above statements are correct?
(A) I and II only
(B) II and III only

Downloaded from www.pdf.tube

(C) I and III only
(D) I, II and III

7. A Principal divides administrative duties—such as mid-day meal oversight, examination coordination, and admission verification—among senior teachers based on their specific aptitudes and experience. Which principle of Henri Fayol is directly exemplified here?
(A) Subordination of Individual Interest
(B) Division of Work
(C) Esprit de Corps
(D) Order

8. A Head of School receives conflicting directions regarding the scheduling of remedial classes: the Zone Deputy Director instructs the school to conduct classes after school hours, while the District Joint Director issues a circular directing all schools in the zone to hold remedial classes before school hours. The Principal experiences operational paralysis. Which management principle is compromised in this scenario?
(A) Principle of Delegation
(B) Principle of Unity of Direction
(C) Principle of Unity of Command
(D) Principle of Scalar Chain

9. Management is considered both an Art and a Science because:
(A) It relies entirely on systematic scientific laws while completely rejecting subjective human intuition
(B) It is governed purely by dynamic aesthetic values, personal intuition, and creative artistic expressions
(C) It functions strictly as a rigid, rule-bound academic field with no scope for practical situational judgment
(D) It combines systematic scientific principles with personalized, creative skill in practical application

10. Which of the following structural factors primarily determines the optimal Span of Control for a Head of School?
(A) The complexity of tasks, competence of staff, and degree of delegation
(B) The geographic distance between the school and the Directorate headquarters
(C) The total monetary budget allocated under the Annual School Grant
(D) The total land area of the school campus

11. Which of the following pairs of management theorists and their associated concepts is INCORRECTLY matched?
(A) Luther Gulick — POSDCORB Framework
(B) Max Weber — Scientific Management
(C) Henri Fayol — 14 Administrative Principles
(D) Peter Drucker — Management by Objectives

MCQGPT

12. Consider the following characteristics regarding Educational Management:
I. It is goal-oriented and focused on optimizing learning outcomes.
II. It is a continuous, dynamic social process involving human resources.
III. It is distinct from administrative policies and operates in total isolation from community needs.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I only
(D) I, II and III

13. High degree of centralization in a school administrative structure typically results in:
(A) Increased operational delays and reduced frontline teacher initiative
(B) Accelerated local decision-making processes and significantly enhanced frontline teacher autonomy
(C) Complete elimination of complex bureaucratic compliance and record-keeping requirements
(D) Greater organizational flexibility and adaptability when responding to daily classroom emergencies

14. What is the correct chronological sequence of steps in the Management by Objectives (MBO) process in an educational institution?
I. Formulating specific departmental and individual performance objectives
II. Reviewing performance against objectives periodically
III. Defining overall institutional goals and vision
IV. Performance appraisal and performance-linked feedback
Choose the correct option:
(A) III, I, II, IV
(B) I, III, II, IV
(C) III, II, I, IV
(D) I, II, III, IV

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Delegation of authority by a Principal to a Vice-Principal does not relieve the Principal of ultimate accountability for institutional outcomes.
Reason (R): Authority can be delegated, but absolute responsibility and accountability to higher administrative bodies remain non-delegable.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. Institutional Planning in school education is best described as a planning process that is:
(A) Prepared exclusively by the State Council of Educational Research and Training (SCERT) for mandatory implementation across all district schools
(B) Standardized top-down administrative planning imposed uniformly across all institutions by the central Directorate of Education
(C) Formulated by a school based on its specific needs, available resources, and developmental goals
(D) Restricted solely to annual financial budgeting allocations, physical infrastructure expansion, and routine maintenance projects

17. Arrange the following steps of the Institutional Planning process in their logical sequential order:
I. Preparation of survey of available resources and identification of needs
II. Implementation of planned action programs
III. Evaluation of project outcomes and feedback
IV. Formulation of specific short-term and long-term project proposals
Choose the correct option:
(A) I, IV, II, III
(B) IV, I, II, III
(C) I, II, IV, III
(D) IV, II, I, III

18. Strategic Planning in educational management differs from Operational Planning because Strategic Planning:
(A) Focuses primarily on routine daily timetable adjustments, room allocations, and substitute teacher arrangements
(B) Details continuous monthly financial expenditure tracking under pre-allocated operational budget heads
(C) Addresses immediate short-term classroom discipline enforcement, daily attendance, and student conduct issues
(D) Establishes long-term vision, organizational mission, and strategic institutional goals

19. Herbert Simon's Bounded Rationality Model of decision-making posits that administrators:
(A) Make 'satisficing' decisions due to cognitive limits, partial information, and time constraints
(B) Always make completely rational and optimal decisions by systematically identifying and analyzing every possible alternative
(C) Depend entirely on personal intuitive guesses and subjective feelings while disregarding all available objective data
(D) Are fundamentally incapable of making routine administrative decisions without direct higher ministerial intervention

20. Which of the following statements regarding the principles of school timetable construction is INCORRECT?
(A) Difficult academic subjects should preferably be placed during early morning periods when cognitive fatigue is low.
(B) A balanced distribution of heavy and light subjects must be maintained across the weekly timetable.
(C) Subject teachers should be assigned continuous heavy periods without any breaks to maximize instructional hours.
(D) The availability of specialized infrastructure like laboratories and IT rooms must constrain class allocation.

21. A master timetable constructed by a Principal serves primarily as a master control mechanism to:
(A) Provide a comprehensive overview of class schedules, teacher assignments, and room utilization
(B) Systematically document daily student attendance trends required for mid-day meal disbursement calculations and auditing
(C) Maintain updated official service books, earned leave records, and administrative

Click Here to Buy book on Flipkart

details of all teaching staff
(D) Compile and submit formal teacher performance appraisal reports directly to the central Directorate of Education

22. A Principal notices that the school's board examination performance in Science has consistently declined over three years. Before allocating grants for extra remedial classes and laboratory equipment, the Principal organizes a joint meeting of teachers, parents, and academic experts to analyze internal strengths, internal weaknesses, external opportunities, and external threats. What managerial process is the Principal executing?
(A) Total Quality Inspection Review
(B) Annual Performance Appraisal Audit
(C) Bureaucratic Compliance Control
(D) Institutional SWOT Analysis

23. Which of the following is NOT a factor influencing the construction of a functional school timetable?
(A) Staff strength and subject specialization of available teachers
(B) Personal commercial engagements of teaching personnel
(C) Statutory regulations regarding minimum instructional hours per year
(D) Seasonal adjustments in school timings and climate conditions

24. Which of the following pairs regarding types of administrative planning is CORRECTLY matched?
(A) Strategic Planning — Routine short-term operational daily schedules and timetables
(B) Operational Planning — Comprehensive long-term decade-long institutional visioning
(C) Institutional Planning — School-based bottom-up planning
(D) Tactical Planning — Broad national-level education policy framing by NITI Aayog

25. Consider the following statements regarding Institutional Planning in schools:
I. It involves democratic participation of teachers, students, and community members.
II. It is strictly limited to non-academic infrastructural development.
III. It aims at optimum utilization of existing institutional resources.
IV. It provides flexibility to adapt to local context and emergent educational needs.
Which of the above statements are correct?
(A) I, III and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

26. Which of the following represents the correct sequential order of steps in an administrative decision-making process?
I. Identifying and defining the administrative problem
II. Developing potential alternative solutions
III. Evaluating alternatives and selecting the best course of action
IV. Implementing the decision and monitoring outcomes
Choose the correct option:
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, II, IV

27. Participative Decision-Making (PDM) in school administration is most effective when:
(A) The administrative decision involves only routine clerical maintenance of official school registers and logs
(B) Teachers have relevant expertise, personal stake, and input is valued
(C) The central Directorate issues explicit statutory mandates requiring direct compliance without any local modification
(D) Immediate, urgent emergency action is mandated during a severe structural safety or security crisis on campus

28. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Bottom-up institutional planning enhances ownership and commitment among school teachers compared to top-down administrative directives.
Reason (R): Involving teachers in setting institutional goals aligns personal professional goals with organizational objectives, reducing operational resistance.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

Downloaded from www.pdf.tube

29. Short-term administrative planning in a school typically covers a time horizon of:
(A) One academic session or less
(B) 5 to 10 years
(C) 10 to 15 years
(D) A full generation of students

30. While preparing the weekly timetable, the Principal ensures that no Post Graduate Teacher (PGT) is assigned more than two consecutive heavy lecture periods. This pedagogical-managerial decision is based on the principle of:
(A) Equitable statutory division of labor among faculty members
(B) Maximizing overall physical classroom utilization rates effectively
(C) Minimizing teacher fatigue and optimizing efficiency
(D) Strict enforcement of scalar administrative control hierarchies

31. Under conditions of administrative uncertainty where outcomes cannot be predicted with precise mathematical probabilities, a Principal framing a crisis management plan should rely primarily on:
(A) Complete reliance on historical quantitative trend analysis and past data alone
(B) Strict and rigid adherence to pre-existing administrative standard operating procedures
(C) Automatically deferring all critical management decisions to external political authorities
(D) Scenario planning, expert judgment, and contingency strategies

32. Programmed decisions in school administration differ from Non-Programmed decisions in that Programmed decisions are:
(A) Novel, completely unstructured, and highly exceptional administrative problems requiring unique solutions
(B) Reserved exclusively for high-level policy interventions by the Director of Education
(C) Repetitive, routine, and guided by established operating rules
(D) Emergency choices made during completely unpredictable natural disasters or major structural collapses

33. In an organizational structure, 'Line Authority' differs from 'Staff Authority' because Line Authority involves:
(A) Purely advisory and consultative assistance provided to management without any operational command authority
(B) Direct command and decision-making authority down the scalar chain
(C) Informal, voluntary personal relationships functioning completely outside official administrative channels
(D) Temporary task-force coordination across different functional departments for specific short-term projects

MCQGPT

34. Which of the following statements regarding the delegation of administrative authority is CORRECT?
(A) A manager delegates total institutional responsibility while retaining all direct operational authority.
(B) Final administrative accountability can be transferred completely to subordinate operational staff.
(C) Delegation substantially decreases the overall operational capacity and flexibility of an organization.
(D) Authority can be delegated, but accountability remains non-delegable.

35. A Principal delegates the operational management of the Annual Sports Day to a committee of Physical Education Teachers and PGTs, assigning explicit decision-making power over event schedules and ground management. However, when financial discrepancies arise in vendor selection, the Directorate holds the Principal accountable. This situation illustrates the principle that:
(A) Ultimate accountability cannot be abdicated through delegation
(B) Operational administrative authority cannot be delegated under any organizational circumstances
(C) Subordinate teaching faculty are entirely immune from formal administrative scrutiny and audit
(D) Delegation automatically transfers all legal liability and statutory duty to subordinate officers

36. Under Delhi School Education Rules (DSER), 1973, which of the following is considered a mandatory official record that must be permanently preserved in the school archives?
(A) Daily substitute teacher movement register
(B) Monthly mid-day meal consumption slip

(C) Student admission register (General Register)
(D) Casual leave applications of non-teaching staff

37. Which of the following pairs of school records and their administrative classification is CORRECTLY matched?
(A) Cash Book — Financial Record
(B) Cumulative Record Card (CRC) — Financial Record
(C) Service Book of Teachers — Academic Record
(D) Stock Register — Pupil Personnel Record

38. Consider the following statements regarding the maintenance of stock registers in government schools:
I. Consumable and non-consumable items must be maintained in separate stock registers.
II. Physical verification of all non-consumable store items must be conducted at least once every year.
III. Discrepancies found during physical verification must be reported immediately to the competent authority for write-off or adjustment.
Which of the above statements are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

39. A Cumulative Record Card (CRC) maintained for a student in a school is primarily intended to provide:
(A) A detailed financial account tracking fee concessions, stipends, and government scholarship disbursements
(B) A comprehensive record of a student's academic, physical, and personal growth over time
(C) A formal legal record documenting statutory disciplinary sanctions and suspensions imposed on the student
(D) A temporary operational log recording daily classroom attendance for mid-day meal scheme allocations

40. Total Quality Management (TQM) in education, as conceptualized by W. Edwards Deming, emphasizes:
(A) Heavy reliance on rigorous end-of-year mass inspection, strict standardized testing, and student elimination
(B) Rigid hierarchical administrative control maintained with complete exclusion of teacher involvement in decision-making
(C) Continuous process improvement, stakeholder satisfaction, and total employee participation
(D) Systematically minimizing public monetary investment in teacher professional development and instructional resource materials

41. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Total Quality Management (TQM) in school administration replaces episodic, corrective inspection with continuous quality assurance mechanisms.
Reason (R): Continuous improvement (Kaizen) focuses on optimizing institutional processes and systems rather than merely detecting final product defects.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. In the context of Quality Assurance in Indian schools, the School Quality Assessment and Assurance Framework (SQAAF) evaluates institutional quality across multiple domains EXCEPT:
(A) Political Alignment of Teaching Staff
(B) Curriculum, Pedagogy and Assessment
(C) Infrastructure, Resources and Safety
(D) Leadership and Governance

43. In a school SWOT analysis, which of the following represents an EXTERNAL environmental factor?
(A) Having a highly qualified, experienced, and professionally motivated internal teaching faculty
(B) New funding schemes under Samagra Shiksha launched by the Ministry
(C) Outdated and dilapidated science laboratory equipment across all school science departments
(D) Exceptionally high rates of persistent teacher

Click Here to Buy book on Amazon

absenteeism occurring within the institution

44. A school management structures a multidisciplinary STEM project by forming cross-functional teams where teachers report simultaneously to their Subject Department Head (e.g., Physics Head) and the STEM Project Coordinator. What organizational structure is being utilized?
(A) Line Organizational Structure
(B) Matrix Structure
(C) Pure Functional Structure
(D) Committee Management Structure

45. Which of the following is a major psychological barrier to effective delegation on the part of a Head of School?
(A) Fear of losing control and the belief that oneself performs tasks best
(B) An abundance of highly trained and competent administrative subordinates ready to assume duties
(C) Explicit organizational guidelines and functional policies issued regularly by the Directorate
(D) Well-established, standardized financial and administrative standard operating procedures

46. Under General Financial Rules (GFR), physical verification of library books must be conducted at least once a year in libraries having stock up to:
(A) 5,000 volumes
(B) 20,000 volumes
(C) 50,000 volumes
(D) 1,00,000 volumes

47. Which of the following pairs of Quality Management theorists and their core contributions is INCORRECTLY matched?
(A) W. Edwards Deming — 14 Principles for Quality Transformation
(B) Joseph Juran — Quality Trilogy (Planning, Control, Improvement)
(C) Philip Crosby — Concept of 'Zero Defects'
(D) Kaoru Ishikawa — Management by Exception

48. The Continuous Quality Improvement (CQI) cycle commonly known as the Deming Cycle consists of which sequential steps?
(A) Plan → Do → Check → Act
(B) Plan → Act → Check → Do
(C) Do → Plan → Check → Act
(D) Check → Plan → Do → Act

49. A Principal conducting a SWOT analysis identifies that while the school has excellent ICT infrastructure (Strength) and strong community backing (Opportunity), teachers lack digital pedagogical training (Weakness) and private coaching centers are drawing students away (Threat). Which administrative strategy directly addresses the Weakness-Opportunity (WO) quadrant?
(A) Deploying existing ICT infrastructure and school media resources to launch aggressive publicity campaigns against local private coaching centers
(B) Utilizing community support and government schemes to conduct digital training workshops for teachers
(C) Completely closing down specialized ICT laboratories to focus administrative resources exclusively on traditional chalk-and-talk classroom teaching
(D) Formally requesting immediate administrative transfers for all non-tech-savvy teaching personnel out of the educational institution

MCQGPT

50. Every monetary transaction recorded in the School Cash Book must be supported by a corresponding:
(A) Formally approved Annual Performance Appraisal Report of the concerned teacher
(B) Officially recorded Minute of the Student Council Executive Committee Meeting
(C) Verified Transfer Certificate issued and countersigned by another recognized school
(D) Paid Voucher verified and signed by the Drawing and Disbursing Officer (DDO)

51. Consider the following statements comparing Inspection and Supervision in educational administration:
I. Inspection is traditional, authoritarian, and aimed at finding faults and imposing sanctions.
II. Supervision is modern, democratic, and aimed at guiding instructional improvement.
III. Inspection focuses primarily on process improvement, whereas supervision focuses on policing compliance.
IV. Supervision emphasizes dynamic professional support, peer coaching, and collaborative problem-solving.

Which of the above statements are correct?
(A) I, II and IV only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

52. Supervision that focuses on anticipating potential pedagogical errors, instructional breakdowns, and administrative friction before they occur, and putting preventative measures in place, is known as:
(A) Corrective Supervision
(B) Creative Supervision
(C) Preventive Supervision
(D) Clinical Supervision

53. Goldhammer and Cogan's model of Clinical Supervision follows a specific sequential cycle. What is the correct order of phases in Clinical Supervision?
I. Observation of lesson in the classroom
II. Pre-observation conference
III. Analysis and strategy formation
IV. Post-observation conference
V. Post-conference analysis
Choose the correct option:
(A) II, I, III, IV, V
(B) I, II, III, IV, V
(C) II, III, I, IV, V
(D) III, II, I, IV, V

54. Democratic Supervision is primarily characterized by:
(A) Absolute administrative detachment, total non-interference, and complete passivity by the supervisory authority
(B) Rigid enforcement and strict imposition of official bureaucratic rules without any teacher consultation
(C) Unilateral correction of observed teacher flaws through public reprimand and censure during formal staff meetings
(D) Cooperative leadership, mutual respect, and shared decision-making

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Clinical supervision is designed as a collaborative, teacher-centered approach focused directly on classroom instructional behavior.
Reason (R): The primary goal of clinical supervision is performance evaluation for annual administrative ratings and promotional benchmarking.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. Academic Supervision through Peer Coaching involves:
(A) External government inspectors conducting mandatory annual visits to evaluate overall school physical infrastructure compliance
(B) The Head of School issuing formal written warning memos and administrative notices based on annual examination result analysis
(C) Teachers observing peers, providing constructive feedback, and collaborating on teaching methods
(D) Enrolled students systematically evaluating teacher classroom performance through standardized quantitative feedback survey forms

57. Under standard educational administrative structures, the primary functional focus of an Education Officer during an official school inspection visit is:
(A) Providing individual socio-emotional counseling and personal psychological guidance to all employed teaching staff members
(B) Personally designing detailed daily classroom lesson plans and pedagogical activities for all individual subject teachers
(C) Directly conducting daily substitute teaching and routine classroom management in temporarily vacant subject classrooms
(D) Verifying statutory compliance, financial accounts, campus safety, and school records

58. Creative Supervision in school management encourages:
(A) Originality, pedagogical experimentation, and innovative instructional methods
(B) Strict, unyielding adherence to outdated, traditional, and routine classroom instructional practices
(C) Mechanized administrative compliance with rigid, standardized commercial textbook answer guides and manuals

Downloaded from www.pdf.tube

(D) Total avoidance and systematic exclusion of modern technology integration in daily classroom instruction

59. Which of the following pairs of Supervision Types and their core orientation is CORRECTLY matched?
(A) Creative Supervision — Strictly enforcing rigid compliance with standardized textbook instructional routines
(B) Corrective Supervision — Uncovering errors to apply immediate remediation
(C) Clinical Supervision — Rigorously auditing and evaluating financial cash books and accounting ledgers
(D) Preventive Supervision — Intervening only after catastrophic instructional failure has already occurred

60. Consider the following activities undertaken during the Post-Observation Conference in Clinical Supervision:
I. Analyzing observed classroom data collaboratively with the teacher.
II. Providing constructive, specific feedback in a non-threatening environment.
III. Deciding punitive administrative actions and salary deductions for pedagogical errors.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

61. A Principal observes that a newly recruited Trained Graduate Teacher (TGT) struggles with classroom management during transition times between activities. Instead of filing an adverse report, the Principal pairs the teacher with a master mentor and schedules targeted skill-building workshops. This approach exemplifies:
(A) Preventive and developmental supervision
(B) Formal corrective and punitive administrative supervision
(C) Authoritarian bureaucratic school inspection
(D) Passive laissez-faire supervisory oversight

62. According to Carl Glickman's Developmental Supervision theory, when a teacher possesses high professional expertise and high commitment, the supervisor should adopt which supervisory approach?
(A) Directive Control Approach
(B) Directive Informational Approach
(C) Non-Directive Approach
(D) Collaborative Approach

63. A Head of School conducts a classroom observation of a PGT teaching Physics. Prior to entering the room, the Principal meets the teacher to discuss the lesson objective and target observation areas. After the lesson, they analyze objective observation notes together to develop improvement strategies. What supervisory mechanism was applied?
(A) Traditional Statutory Inspection
(B) Bureaucratic Verification
(C) Laissez-Faire Supervision
(D) Clinical Supervision

64. Mentoring in staff development differs fundamentally from administrative Supervision because Mentoring is essentially:
(A) A formal, highly evaluative administrative hierarchy focused strictly on rating performance appraisals
(B) A mandatory statutory administrative requirement explicitly framed under education acts
(C) A supportive, non-evaluative relationship focused on personal and professional growth
(D) A performance-linked financial compensation and monetary incentive scheme designed for senior teachers

65. Which of the following is NOT an objective of Academic Supervision in a school setting?
(A) Continuously improving student learning outcomes, classroom engagement, and instructional quality
(B) Intimidating teaching staff to force administrative subservience
(C) Fostering systemic and continuous professional development programs for all serving teachers
(D) Providing regular, constructive feedback regarding effective curriculum delivery methods and pedagogy

66. The Trait Theory of Leadership assumes that:
(A) Leadership capability is derived entirely from dynamic situational variables, organizational context, and external environment
(B) Leadership functioning is purely a structural product of clear transactional contingent reward systems and incentives
(C) Any individual can become a highly effective organizational leader regardless of personal

MCQGPT

traits through brief formal training
(D) Effective leaders possess inherent traits that distinguish them from non-leaders

67. The Ohio State Leadership Studies identified two key independent dimensions of leader behavior. These dimensions are:
(A) Initiating Structure and Consideration
(B) Autocratic Structure and Democratic Structure
(C) Employee-Oriented and Production-Oriented
(D) Concern for Profit and Concern for Process

68. On Blake and Mouton's Managerial Grid, a leadership style that demonstrates high concern for production (9) coupled with high concern for people (9) is termed as:
(A) Country Club Management
(B) Impoverished Management
(C) Team Management
(D) Authority-Compliance Management

69. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transformational leaders in educational institutions are highly effective at driving deep organizational culture change and institutional renewal.
Reason (R): Transformational leaders motivate followers by appealing to higher-order moral ideals, developing a shared vision, and providing individualized consideration.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

70. In Fiedler's Contingency Model of Leadership, situational favorableness is evaluated through which three environmental dimensions?
(A) Employee Maturity, Directive Behavior, and Achievement Orientation
(B) Task Orientation, People Orientation, and Financial Power
(C) Visionary Power, Charismatic Power, and Bureaucratic Power
(D) Leader-Member Relations, Task Structure, and Position Power

71. According to Hersey and Blanchard's Situational Leadership Theory, when followers are both unable and unwilling / insecure (Readiness Level R1), the leader should adopt which primary leadership style?
(A) Selling / Coaching Style (S2)
(B) Telling / Directing Style (S1)
(C) Participating / Supporting Style (S3)
(D) Delegating Style (S4)

72. Which of the following statements regarding Transactional Leadership in educational management is INCORRECT?
(A) Transactional leaders operate primarily within existing organizational frameworks and rules.
(B) Transactional leaders rely on contingent rewards and management-by-exception.
(C) Transactional leaders focus on transforming employee values and transcending self-interests.
(D) Transactional leaders clarify task expectations and link performance to specified outcomes.

73. According to Philip Hallinger's Instructional Leadership Model, which of the following is a primary dimension of instructional leadership for a Principal?
(A) Managing school capital budget investments in commercial financial securities and state banking funds
(B) Conducting political lobbying and community campaigns to secure external funds for school campus expansion
(C) Handling statutory court legal litigation and departmental appeals on behalf of the central Directorate
(D) Defining school mission, managing instruction, and promoting a positive climate

74. Consider the following statements regarding Distributed Leadership in schools:
I. Leadership is viewed as an organizational practice stretched across multiple people rather than bounded by a single formal position.
II. Formal leaders (Principals) relinquish all statutory and administrative accountability.
III. Teacher-leadership, department heads, and informal leaders actively participate in decision-making processes.
IV. It capitalizes on distributed expertise across the school community to solve complex

Click Here to Buy book on Flipkart

instructional problems.

Which of the above statements are correct?

(A) I, III and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

75. Which of the following pairs of Leadership Theories and their core conceptual proponents is CORRECTLY matched?

(A) Situational Leadership — Bernard Bass
(B) Contingency Model — Fred Fiedler
(C) Transformational Leadership — Paul Hersey and Ken Blanchard
(D) Path-Goal Theory — Robert Blake and Jane Mouton

76. In Robert House's Path-Goal Theory, a leader who sets challenging goals, expects high performance standards, and expresses confidence in subordinates' abilities is exhibiting which leadership behavior?

(A) Directive Command Leadership Style
(B) Achievement-Oriented Leadership
(C) Supportive Relational Leadership Style
(D) Participative Consultative Leadership

77. A Head of School adopts a highly directive, step-by-step guidance approach with a newly appointed guest teacher (low competence, high anxiety), while applying a completely delegative approach with a 20-year veteran master teacher (high competence, high commitment). This dynamic adjustment of leadership style illustrates the application of:

(A) Situational Leadership Theory
(B) Fiedler's LPC Contingency Leadership Model
(C) Classic Trait Theory of Leadership Excellence
(D) Weber's Bureaucratic Leadership Management Theory

78. Servant Leadership in education, as conceptualized by Robert Greenleaf, prioritizes:

(A) Asserting positional administrative authority, strict compliance, and high bureaucratic status
(B) Maximizing institutional financial revenues and commercial profit margins above all educational goals
(C) Serving the needs of teachers and students first to support their growth and performance
(D) Maintaining strict formal social distance and hierarchy between the administrative head and school staff

79. The Leadership Continuum Model developed by Tannenbaum and Schmidt depicts leadership behavior along a spectrum between two extremes:

(A) High task structure coupled with a low Least Preferred Co-worker (LPC) numerical score
(B) Idealized leadership influence combined with continuous intellectual staff stimulation
(C) Maintenance of hygiene factors coupled with intrinsic motivational drive focus
(D) Boss-centered authority and subordinate-centered freedom

80. Which of the following pairs of Leadership Theory and its underlying assumption is INCORRECTLY matched?

(A) Trait Theory — Effective organizational leaders are inherently born with unique, unalterable personal characteristics
(B) Behavioral Theory — Leadership capability is not innate but can be successfully learned through training in specific behaviors
(C) Transformational Leadership — Relies strictly on monetary rewards and forced compliance
(D) Fiedler's Contingency Model — A leader's core style is fixed, requiring situational alignment to ensure maximum effectiveness

MCQGPT

81. Transactional leadership mechanism 'Management by Exception (Active)' means that the Principal:

(A) Intervenes in operational tasks only after significant performance standard failures or crises have already occurred
(B) Actively monitors performance for deviations and takes immediate corrective action
(C) Completely ignores daily operational errors, avoids administrative interventions, and abdicates decision-making
(D) Consistently rewards high-performing employees with formal public citations, commendation certificates, and monetary grants

82. The 'Four Is' of Transformational Leadership conceptualized by Bernard Bass include Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and:

(A) Institutional Administrative Control
(B) Imperative Directive Command
(C) Immediate Operational Intervention
(D) Individualized Consideration

83. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Instructional leadership requires the Head of School to spend significant time directly involved in teaching-learning processes, classroom observations, and curriculum review.
Reason (R): Research demonstrates that a Principal's direct involvement in instructional management has a strong positive impact on student academic achievement.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

84. Charismatic Leadership Theory posits that followers attribute extraordinary leadership abilities to a leader based on the leader's:
(A) Strict and relentless enforcement of statutory punitive administrative service rules and penalties
(B) Total administrative seniority and advanced physical age attained within the official government cadre
(C) Vision, personal risk-taking, sensitivity to followers, and innovative behavior
(D) Unwavering adherence to standardized bureaucratic paperwork and clerical record-keeping protocols

85. Authentic Leadership in school administration is defined primarily by:
(A) Self-awareness, internalized morals, balanced processing, and relational transparency
(B) Employing manipulative political strategies and tactical maneuvering to achieve expedient short-term administrative outcomes
(C) Uncompromising adherence to external authority directives regardless of personal ethical values or local institutional context
(D) Maintaining absolute and exclusive reliance on formal transactional reward structures and punitive compliance mechanisms

86. Arrange the levels of Abraham Maslow's Hierarchy of Needs in ascending order (from lowest basic physiological need to highest growth need):
I. Safety and Security Needs
II. Physiological Needs
III. Self-Actualization Needs
IV. Esteem Needs
V. Love and Belongingness Needs
Choose the correct option:
(A) II, I, V, IV, III
(B) I, II, V, IV, III
(C) II, I, IV, V, III
(D) II, V, I, IV, III

87. According to Frederick Herzberg's Two-Factor Theory, which of the following is classified as a 'Motivator' (Intrinsically satisfying factor) rather than a 'Hygiene Factor'?
(A) Overall school physical working conditions and facility infrastructure
(B) Professional recognition and growth opportunities
(C) Monthly salary structures, allowances, and permanent service security
(D) Interpersonal relationships with school administration and colleagues

MCQGPT

88. Consider the following statements regarding Herzberg's Two-Factor Theory applied to teachers:
I. Improving hygiene factors (like salary, working conditions) eliminates job dissatisfaction but does not create high internal motivation.
II. Motivators (like achievement, recognition, responsibility) directly drive high performance and professional satisfaction.
III. Providing clean drinking water and functional staff toilets acts as a powerful long-term motivator for pedagogical innovation.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

89. According to Douglas McGregor's Theory X assumptions, an administrator believes that average workers:
(A) View productive work as natural as rest or play and actively seek out organizational responsibility
(B) Inherently possess exceptionally high levels of intrinsic motivation, creative potential, and self-direction
(C) Perform most efficiently when placed under fully delegative, supportive, and non-directive management styles

(D) Inherently dislike work, avoid responsibility, and need close control

90. Victor Vroom's Expectancy Theory of Motivation posits that Motivation (M) is the mathematical product of which three variables?
(A) Expectancy, Instrumentality, and Valence
(B) Individual Effort, Job Performance, and Organizational Reward
(C) Environmental Hygiene, Job Motivators, and Need Growth
(D) Personal Autonomy, Professional Competence, and Social Relatedness

91. A Principal observes that despite upgrading the staff room with air conditioning and comfortable furniture (Hygiene factors), teacher engagement in curriculum development remains low. To boost true intrinsic motivation, what action should the Principal take based on Herzberg's theory?
(A) Further upgrade staff room physical amenities by installing entertainment television screens and leisure furniture
(B) Grant autonomy in project design, recognize excellence, and offer leadership roles
(C) Issue formal warnings threatening underperforming teaching personnel with immediate administrative transfers to distant schools
(D) Substantially increase routine clerical record-keeping and mandatory daily administrative reporting requirements

92. David McClelland's Learned Needs Theory identifies three fundamental human motivators:
(A) Basic Physiological Need, Physical Safety Need, and Social Esteem Need
(B) Need for Achievement, Power, and Affiliation
(C) Environmental Hygiene Need, Internal Motivator Need, and Growth Need
(D) Biological Existence Need, Interpersonal Relatedness Need, and Growth Need

93. Clayton Alderfer's ERG Theory modifies Maslow's hierarchy into three core needs and introduces which key operational principle missing in Maslow's model?
(A) Frustration-Regression Principle
(B) The Hierarchical Needs Progression Principle
(C) The Administrative Bounded Rationality Principle
(D) The Dual-Factor Environmental Hygiene Principle

94. Stacy Adams' Equity Theory suggests that a teacher who perceives an imbalance between their inputs/outcomes ratio compared to a colleague's inputs/outcomes ratio will likely experience cognitive dissonance and may respond by:
(A) Voluntarily increasing personal daily workload without expecting additional monetary compensation
(B) Strictly maintaining pre-existing individual performance standards completely unaffected by perceived equity
(C) Reducing effort, seeking higher rewards, or leaving the job
(D) Spontaneously enhancing organizational citizenship behaviors and supporting administrative goals enthusiastically

95. Intrinsic Motivation differs from Extrinsic Motivation in that Intrinsic Motivation is driven by:
(A) External financial bonuses, salary increments, and rapid career promotions
(B) Constant fear of official administrative sanctions, penalties, and warning memos
(C) Desirable public citations and formal recognition from higher government authorities
(D) Internal satisfaction, personal interest, and inherent joy in the activity

96. Which of the following pairs of B.F. Skinner's Reinforcement Techniques and administrative actions is CORRECTLY matched?
(A) Positive Reinforcement — Systematically withholding verbal praise and recognition when desired professional behavior occurs
(B) Punishment — Verbally praising a teacher in public staff meetings specifically to encourage objectionable classroom behavior
(C) Negative Reinforcement — Removing an unpleasant condition when desired behavior occurs
(D) Extinction — Directly applying harsh monetary fines and official administrative penalties whenever minor delays occur

97. According to Edwin Locke's Goal-Setting Theory, goals are most effective in driving high employee performance when they are:
(A) Vague, extremely easy to achieve, highly ambiguous, and open-ended without fixed deadlines
(B) Specific, challenging yet attainable, and paired with performance feedback

Downloaded from www.pdf.tube

(C) Mandated strictly top-down by central administration without employee clarity, consultation, or personal commitment
(D) Kept strictly confidential by executive management without ever communicating or sharing targets with frontline workers

98. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Douglas McGregor, an educational administrator who subscribes to Theory Y assumptions uses participative management, delegates responsibility, and encourages teacher autonomy.
Reason (R): Theory Y assumes that employees are inherently lazy, egocentric, resistant to change, and prefer to be led rather than take initiative.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

99. Self-Determination Theory developed by Deci and Ryan identifies three basic psychological needs essential for optimal intrinsic motivation and well-being:
(A) Autonomy, Competence, and Relatedness
(B) Power, Wealth, and Status
(C) Safety, Belongingness, and Esteem
(D) Structure, Direction, and Supervision

100. Which of the following is NOT classified as a Hygiene factor under Herzberg's Two-Factor Theory?
(A) Permanent Job Security
(B) Monthly Salary
(C) Work Itself
(D) School Physical Environment

101. What is the correct sequential order of elements in the basic Communication Process Model?
I. Encoding message
II. Receiver decoding message
III. Sender formulating idea
IV. Transmission through channel
V. Feedback to sender
Choose the correct option:
(A) III, I, IV, II, V
(B) I, III, IV, II, V
(C) III, IV, I, II, V
(D) I, IV, III, II, V

102. Consider the following statements regarding directional communication in a school organization:
I. Downward Communication flows from Head of School to staff (e.g., circulars, directives, policy announcements).
II. Upward Communication flows from teachers to administration (e.g., feedback reports, grievances, suggestions).
III. Horizontal Communication occurs between peers of equal administrative status (e.g., inter-departmental TGT coordination).
IV. Diagonal Communication cuts across different administrative levels and functional departments (e.g., direct coordination between ICT coordinator and examination committee).
Which of the above statements are correct?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

103. Semantic barriers to communication in school administration arise primarily from:
(A) Faulty physical communication equipment such as malfunctioning public address speakers and audio systems
(B) Misinterpretation of ambiguous administrative jargon or technical language
(C) Deep-seated, persistent psychological fear and anxiety felt by junior employees toward administrative superiors
(D) Geographic physical distance separating different institutional branch campuses across the administrative zone

104. In organizational communication theory, informal communication networks that operate outside official administrative channels are known as:
(A) The Scalar Chain
(B) The Formal Grid
(C) The Grapevine
(D) Matrix Communication

105. A major dispute breaks out between the Sports Department and the Science Department over the allocation of room space and scheduling of evening activities. Both department heads refuse to compromise and demand immediate

MCQGPT

intervention. The Principal brings both parties together, encourages open sharing of underlying interests, and guides them to co-create a win-win shared facility schedule. What conflict management style was employed by the Principal?
(A) Competing / Forcing
(B) Avoiding
(C) Accommodating
(D) Collaborating

106. In the Thomas-Kilmann Conflict Mode Instrument, conflict handling styles are categorized along two primary dimensions:
(A) Assertiveness and Cooperativeness
(B) Directive behavior and Supportive behavior
(C) Task orientation and Relationship orientation
(D) Rationality and Intuition

107. Kurt Lewin's classic Three-Stage Model of Planned Organizational Change consists of which sequential stages?
(A) Unfreeze → Change → Refreeze
(B) Refreezing → Unfreezing → Changing
(C) Changing → Unfreezing → Refreezing
(D) Diagnosing → Unfreezing → Evaluating

108. John Kotter's 8-Step Change Model for organizational transformation begins with which critical first step?
(A) Consolidating gains and producing more change
(B) Establishing a sense of urgency
(C) Empowering broad-based action
(D) Creating short-term wins

109. Which of the following is a primary cause of organizational resistance to change among school teaching staff when a new administrative technology system is introduced?
(A) Fear of incompetence, loss of comfort, and increased workload
(B) An abundance of accessible technical training workshops and ongoing administrative support services
(C) Complete strategic alignment of individual teacher values with overarching institutional goals
(D) Unshakeable high trust and confidence in administrative motives and leadership intentions

110. For effective cross-cultural and interpersonal communication as a Head of School, a Principal should practice Active Listening, which involves:
(A) Frequently interrupting the speaker mid-sentence to strongly assert official administrative rules and policies
(B) Actively formulating persuasive counter-arguments in one's mind while the teacher is still speaking
(C) Giving focused attention, paraphrasing key thoughts, and seeking clarification
(D) Multitasking by filling official register entries and checking correspondence during staff meetings

111. An assertive communication style in administrative leadership is best characterized by:
(A) Aggressively dominating staff conversations, shouting down differing views, and completely discounting teacher input
(B) Passively agreeing to all staff demands, relinquishing administrative authority, and seeking to avoid confrontation
(C) Communicating administrative positions indirectly through anonymous written memos and informal grapevine channels
(D) Expressing positions and needs clearly and respectfully without violating rights

112. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Managing organizational conflict through 'Collaborating' style yields sustainable win-win solutions in educational institutions.
Reason (R): Collaboration requires high assertiveness and high cooperativeness, enabling both parties to address underlying concerns fully without compromise of core goals.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

113. In the Johari Window model of interpersonal communication, the 'Open Arena' represents:
(A) Information known to self but unknown to others
(B) Information known to both self and others

Click Here to Buy book on Amazon

(C) Information unknown to self but known to others
(D) Information unknown to both self and others

114. Which conflict management style in the Thomas-Kilmann model represents low assertiveness and high cooperativeness, where a leader willingly neglects their own concerns to satisfy the concerns of others?
(A) Competing Style
(B) Compromising Style
(C) Avoiding Style
(D) Accommodating

115. Which of the following pairs of Conflict Resolution Styles and their behavioral orientation is CORRECTLY matched?
(A) Competing — High Assertiveness, Low Cooperativeness (Win-Lose)
(B) Avoiding — High Assertiveness, High Cooperativeness (Win-Win)
(C) Accommodating — High Assertiveness, Low Cooperativeness (Win-Lose)
(D) Collaborating — Low Assertiveness, Low Cooperativeness (Lose-Lose)

116. William Bridges' Transition Model distinguishes between 'Change' and 'Transition'. According to Bridges, 'Transition' is:
(A) The external physical situational shift and structural policy change that directly happens to an organization
(B) The mandatory financial budgeting allocation process established for systemic technological upgrades
(C) The psychological process people go through internally to accept organizational change
(D) The formal administrative directive or legal policy order issued directly by the central government authority

117. When an urgent security emergency or official crisis occurs on the school campus, which channel of communication should the Principal utilize to ensure maximum clarity and speed?
(A) Direct, immediate downward communication with clear instructions
(B) Informal grapevine messaging passed verbally through appointed student class monitors and peer groups
(C) Voluntary horizontal peer discussion forums organized informally across various academic subject departments
(D) Slow upward administrative routing requiring formal endorsement through routine departmental postal mail

118. Consider the following functions of effective communication in educational management:
I. Controlling employee behavior through administrative policies and guidelines.
II. Fostering motivation by clarifying goals and performance expectations.
III. Facilitating emotional expression and satisfying social needs of staff members.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

MCQGPT

119. Which of the following pairs of Change Management Theorist and Model Name is INCORRECTLY matched?
(A) Kurt Lewin — Three-Stage Change Model (Unfreeze-Change-Refreeze)
(B) Everett Rogers — Managerial Grid Theory of Change
(C) John Kotter — 8-Step Leading Change Framework
(D) William Bridges — Managing Transitions Framework

120. A Principal is tasked with implementing major structural curriculum reforms. Recognizing that teachers feel anxious about new assessment patterns, the Principal conducts workshops to create a sense of shared urgency, forms a coalition of lead teachers, celebrates small initial milestone successes, and embeds changes into daily practice. Which strategic change model is the Principal operationalizing?
(A) Herbert Simon's Satisficing Decision Model
(B) Fred Fiedler's Contingency Model
(C) Kotter's 8-Step Framework
(D) Deming's TQM Process Inspection Cycle

121. Under National Education Policy (NEP) 2020 mandates, teachers and school heads are expected to participate in a minimum of how many hours of Continuous Professional Development (CPD) per year?
(A) 20 hours
(B) 30 hours
(C) 50 hours
(D) 100 hours

122. In government schools, the official tool utilized for systemic teacher evaluation and administrative monitoring on an annual basis is the:
(A) Annual Performance Assessment Report (APAR)
(B) Cumulative Record Card (CRC)
(C) Continuous and Comprehensive Evaluation (CCE) Register
(D) Stock Verification Summary Report

123. A Performance Appraisal method where a teacher's performance is evaluated using detailed qualitative descriptions of specific job behaviors along a numeric rating continuum is known as:
(A) Standard Graphic Rating Scale
(B) BARS Method
(C) Forced Distribution Method
(D) Qualitative Essay Evaluation Method

124. Halpin and Croft conceptualized organizational climate in schools using the Organizational Climate Description Questionnaire (OCDQ). Which of the following is considered the most desirable and productive climate type identified in their framework?
(A) Closed Climate
(B) Open Climate
(C) Paternal Climate
(D) Controlled Climate

125. In Halpin and Croft's OCDQ model, a 'Closed Climate' in a school is characterized by:
(A) High principal hindrance and burden, combined with low teacher morale
(B) High teacher esprit de corps, strong professional collaboration, and low administrative hindrance
(C) Complete teacher operational freedom and autonomy without any direct principal leadership oversight
(D) High social needs satisfaction among staff paired with enthusiastic and supportive leadership guidance

126. Under Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, what minimum percentage of the total members of a School Management Committee (SMC) must be parents or guardians of children studying in the school?
(A) 50 percent
(B) 60 percent
(C) 75 percent
(D) 85 percent

127. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Section 21 of the RTE Act, 2009 mandates that at least 50% of the members of a School Management Committee (SMC) shall be women.
Reason (R): Increasing women's representation in SMCs ensures gender balance and promotes community-driven monitoring of school equity, safety, and governance.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

128. Under Section 22 of the Right to Education (RTE) Act, 2009, one of the primary statutory functions of the School Management Committee (SMC) is to prepare the:
(A) Annual Performance Assessment Report (APAR) of teachers
(B) State Curriculum Framework
(C) School Development Plan (SDP)
(D) Board Examination Timetable

129. For secondary and senior secondary government schools, community-based management and infrastructural monitoring under Samagra Shiksha is facilitated through the:
(A) Village Education Committee (VEC)
(B) SMDC
(C) Academic Council of SCERT
(D) Directorate Discipline Authority

130. Consider the following statutory functions of a School Management Committee (SMC) under the RTE Act, 2009:
I. Monitor the working of the school.
II. Monitor the utilization of grants received from the appropriate Government or local authority.
III. Conduct formal annual performance appraisal ratings for teacher promotions.
IV. Prepare and recommend the School Development Plan (SDP).
Which of the above statements are correct?
(A) I, II and IV only
(B) I, II and III only
(C) II, III and IV only

Downloaded from www.pdf.tube

(D) I, II, III and IV

131. Social Audit in educational governance refers to a democratic process where:
(A) Community stakeholders review school records and grants to ensure transparency
(B) Government financial auditors inspect official cash vouchers, balance sheets, and bank ledgers behind closed doors
(C) External commercial market agencies evaluate school profit margins, fee structures, and financial operational efficiency
(D) Classroom teachers systematically audit the personal home backgrounds, domestic assets, and annual family incomes of students

132. Formative Staff Appraisal differs from Summative Staff Appraisal because Formative Appraisal is primarily intended for:
(A) Formally determining statutory administrative sanctions, annual salary increments, or involuntary transfers
(B) Granting official permanent tenure and service confirmation at the conclusion of a mandatory probation period
(C) Continuous diagnostic feedback and professional development
(D) Conducting competitive comparative ranking and sorting of teaching faculty across all district schools

133. According to Edgar Schein's Model of Organizational Culture, which level represents the deepest, unstated, underlying implicit assumptions that guide organizational behavior?
(A) Basic Assumptions
(B) Visible Organizational Artifacts
(C) Stated Espoused Values
(D) Formal Policy Directives

134. What is a key organizational difference between a Parent-Teacher Association (PTA) and a statutory School Management Committee (SMC) established under the RTE Act 2009?
(A) PTA is a formal statutory body with legislative powers to frame state education policy, while SMC functions purely as an informal school club.
(B) SMC membership is restricted exclusively to teaching faculty, while PTA membership is limited strictly to elected local political representatives.
(C) There is absolutely no structural, legal, or functional difference between a statutory SMC and a conventional Parent-Teacher Association.
(D) SMC is a statutory body with legal functions under RTE, whereas PTA is an informal support body.

135. A Principal serving in a government school in a socio-economically disadvantaged area notices high drop-out rates and poor student attendance. The Principal convenes monthly SMC meetings, involves parent members in tracking absent students, and utilizes SMC grant funds transparently to improve toilet hygiene and drinking water facilities. Student attendance improves by 35%. What administrative approach is demonstrated?
(A) Top-down punitive bureaucratic enforcement and strict administrative compliance
(B) Community participation and shared governance under RTE
(C) External market-based performance management and private institutional auditing
(D) Autocratic organizational control and unilateral administrative decision-making

MCQGPT

136. Training Needs Analysis (TNA) for school teaching staff should be conducted primarily to:
(A) Systematically exhaust remaining unspent government budget grants before the official financial year closes
(B) Identify underperforming teachers to impose formal administrative punishments and salary deductions
(C) Identify competency gaps to design targeted teacher development
(D) Provide formal administrative justification for cancelling annual leave requests submitted by teaching staff

137. Under service rules applicable to government employees, an APAR rating of 'Good' is required for financial upgradation under MACP. However, for promotion to selection grade administrative posts, the DPC benchmark requirement is generally:
(A) Satisfactory
(B) Good
(C) Very Good
(D) Outstanding only

138. Which of the following pairs of OCDQ Climate Types and dominant principal/teacher behavior is CORRECTLY matched?

(A) Open Climate — High Esprit, High Professional Autonomy, Low Hindrance
(B) Controlled Climate — High Collegiality, Low Directive Leader Behavior
(C) Paternal Climate — Zero Principal Involvement, High Autonomy
(D) Autonomous Climate — High Principal Hindrance, Low Morale

139. Which of the following is NOT a statutory function assigned to School Management Committees under the RTE Act, 2009?
(A) Monitoring the regular daily attendance, punctuality, and classroom duties of teachers
(B) Issuing formal suspension orders to permanent civil service staff
(C) Ensuring the complete coverage and completion of curriculum by teachers within specified timelines
(D) Systematically monitoring the daily implementation and quality of mid-day meals in the school

140. 360-Degree Performance Appraisal of an educational administrator involves gathering feedback from which multi-source evaluation panel?
(A) Direct administrative superior officers and departmental inspectors exclusively
(B) Self, superiors, peers, subordinates, and community stakeholders
(C) External private management auditing firms and independent accounting consultants
(D) Elected student council representatives and student body officers exclusively

141. The central government initiative 'Vidyanjali 2.0' launched by the Ministry of Education is designed to strengthen schools primarily through:
(A) Connecting private volunteers and alumni with schools for assets and instructional support
(B) Enforcing mandatory political party funding and corporate sponsorships for basic physical infrastructure expansion
(C) Facilitating the systemic privatization and commercial outsourcing of government school management and operations
(D) Phasing out and replacing permanent regular teachers with temporary unpaid online volunteers and tutors

142. The Organizational Health Inventory (OHI) developed by Hoy and Feldman assesses school climate along three key organizational levels:
(A) Executive Top, Operational Middle, and Frontline Lower Levels
(B) Institutional Financial, Campus Physical, and Human Resource Levels
(C) Institutional, Managerial, and Technical
(D) Systemic Input, Operational Process, and Educational Output Levels

143. Statutory disciplinary action against a permanent teacher for misconduct under CCS (CCA) Rules 1965 differs fundamentally from routine Performance Appraisal because CCS (CCA) proceedings are:
(A) Informal verbal counseling sessions and personal mentoring conversations conducted without written record entries
(B) Routine, standard annual peer review exercises designed solely for collaborative instructional improvement
(C) Voluntary self-assessment exercises submitted by teachers to reflect on their own professional growth goals
(D) Statutory quasi-judicial proceedings involving explicit charge-sheets and formal inquiries

144. To foster an 'Open Climate' in a school, a newly appointed Head of School should focus on:
(A) Substantially increasing routine administrative paperwork while strictly restricting open teacher communication
(B) Maintaining total administrative detachment and aloofness from daily instructional activities and classroom practices
(C) Reducing administrative hindrance, offering supportive leadership, and fostering trust
(D) Rigorously imposing harsh punitive administrative sanctions and salary deductions for minor procedural errors

145. Which of the following pairs of Policy Framework and Mandatory Teacher Professional Development Mandate is CORRECTLY matched?
(A) RTE Act 2009 — Mandatory requirement of 200 hours of overseas residential pedagogical training annually
(B) NEP 2020 — Minimum 50 hours of CPD annually for teachers and school heads
(C) DSER 1973 — Complete statutory prohibition of all staff professional

Click Here to Buy book on Flipkart

development activities during active service
(D) Samagra Shiksha — Mandatory requirement of 500 hours of commercial computer skill training per month for faculty

146. A School Development Plan (SDP) prepared by an SMC under Section 22 of the RTE Act serves as the basis for:
(A) Direct recruitment, selection, and posting of permanent government gazetted administrative officers
(B) Calculating and approving commercial private tuition fee hikes for private recognized institutions
(C) Determining territorial judicial jurisdiction and legal appellate powers of district civil courts
(D) Budget planning, grant allocations, and development over a three-year period

147. Action Research conducted by classroom teachers as part of staff development is primarily aimed at:
(A) Solving local classroom problems to improve instructional practice directly
(B) Formulating grand, universally applicable scientific theories and fundamental laws in educational research
(C) Fulfilling routine statistical data submission and reporting requirements mandated by international agencies
(D) Earning commercial financial royalties and publishing profits from private educational textbook publishers

148. Which of the following statements regarding the constitution of School Management Committees (SMC) under RTE Rules is INCORRECT?
(A) A statutory School Management Committee must be formally reconstituted every two years without exception.
(B) The Head of School / Principal designated officially serves as the ex-officio Member-Secretary of the SMC.
(C) The SMC has authority to modify basic salary scales of government teachers.
(D) An officially elected local authority representative must serve mandatory membership on the school SMC.

149. The Head of School plays a pivotal role in shaping school culture. Which administrative practice best contributes to building a positive culture of academic excellence?
(A) Setting clear expectations, modeling integrity, recognizing growth, and encouraging collaboration
(B) Focusing exclusively on physical campus infrastructure projects while completely ignoring instructional quality
(C) Actively encouraging internal teacher rivalries and personal friction to drive artificial classroom competition
(D) Systematically minimizing professional interactions with enrolled students, parents, and local community members

150. An effective Principal evaluating the overall institutional health of a senior secondary school should synthesize data from:
(A) Evaluating end-of-year student academic examination results and financial cash book balances exclusively
(B) Relying solely on subjective personal impressions gathered during informal staff lounge conversations and chats
(C) Reviewing annual non-consumable stock verification registers and equipment audit reports exclusively
(D) Synthesizing APAR ratings, TQM feedback, SMC audits, student data, and climate surveys

****

Downloaded from www.pdf.tube

ANSWERS

1. (B) A process of planning, organizing, directing, and controlling human and material resources to achieve institutional goals efficiently
Educational management at the institutional level is a comprehensive managerial process that integrates human and material resources. It involves systematic planning, organizing, directing, and controlling institutional activities to fulfill established educational objectives efficiently. By structuring workflows, optimizing resource distribution, and guiding instructional staff, institutional management ensures that educational goals are attained effectively while maintaining organizational standards and operational harmony.

2. (D) Formulating overall policies, goals, and regulatory frameworks
Educational administration focuses primarily on high-level decision-making, policy formulation, and establishing regulatory frameworks that govern the educational system. While management deals with executing routine operational processes and implementing plans within individual institutions, administration sets overarching goals, defines statutory rules, allocates broad resources, and establishes broad structural policies required to guide institutions effectively across the entire educational administrative framework.

3. (A) Both A and R are true and R is the correct explanation of A
Henri Fayol's principle of Unity of Command dictates that an employee should receive operational orders from only one direct superior. Receiving instructions simultaneously from multiple authorities creates dual subordination, which generates operational confusion, undermines administrative discipline, and dilutes personal accountability. Therefore, restricting direct instructional directives for a teacher to a single administrative supervisor maintains clear authority and organizational effectiveness.

4. (C) A direct horizontal communication bridge between employees of equal rank to prevent delay while respecting the scalar chain
Henri Fayol introduced the Gang Plank principle as a mechanism to facilitate direct horizontal communication between employees of equivalent hierarchical rank. In formal administrative structures, strictly following the scalar chain can cause bureaucratic delays during urgent situations. A Gang Plank permits cross-level or peer communication while keeping immediate superiors informed, thereby ensuring rapid administrative action without disrupting structural authority or organizational harmony.

5. (A) Coordinating
In Luther Gulick's administrative framework POSDCORB, the acronym stands for Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. The letter combination CO specifically designates the function of Coordinating. This critical administrative responsibility involves interrelating and synchronizing various parts, branches, and functional activities of an organization to achieve unified operational effort and harmonious organizational performance.

6. (D) I, II and III
Educational institutions feature three distinct managerial levels. Top-level management, comprising central directorates and school managing committees, establishes overarching policies and institutional goals. Middle-level management, including principals and vice-principals, translates macro policies into detailed operational plans. Supervisory-level management, consisting of department heads and coordinators, directly oversees daily instructional delivery, classroom teaching standards, and practical curriculum execution.

7. (B) Division of Work
Henri Fayol's principle of Division of Work states that specialization increases output by making employees more efficient and skilled. Assigning specific administrative responsibilities, such as mid-day meal management, examination coordination, or document verification, to staff

MCQGPT

members based on their aptitudes leverages specialized capability. This division reduces operational burden, prevents task overload, and improves institutional performance through specialized focus.

8. (C) Principle of Unity of Command
The principle of Unity of Command requires that every subordinate receive orders from only one designated superior to avoid conflicting directives. When two distinct administrative authorities issue contradictory instructions regarding the timing of remedial classes, operational paralysis occurs. This structural failure creates confusion, weakens authority, and impairs organizational effectiveness due to conflicting reporting lines and split supervisory commands.

9. (D) It combines systematic scientific principles with personalized, creative skill in practical application
Educational management is categorized as both a science and an art. It represents a science because it relies on organized knowledge, systematic principles, objective data, and established theories of administration. Simultaneously, management functions as an art because applying these principles requires personalized skill, human empathy, creative judgment, and adaptive decision-making tailored to specific dynamic social situations.

10. (A) The complexity of tasks, competence of staff, and degree of delegation
Span of control defines the number of subordinates an administrator can effectively supervise. The optimal span for a school principal depends primarily on task complexity, subordinate competence, experience levels, and authority delegation. Highly skilled staff performing routine tasks allow a wider span of control, whereas complex instructional duties and less experienced personnel necessitate closer supervisory oversight and a narrow span.

11. (B) Max Weber — Scientific Management
Max Weber is renowned for developing the Theory of Bureaucracy, which emphasizes hierarchical authority, formal rules, and impersonal rationality. In contrast, Scientific Management was pioneered by Frederick Winslow Taylor, who focused on work standardization, time-motion studies, and industrial efficiency. Associating Max Weber with Scientific Management is theoretically incorrect within classic administrative literature, as their core focus areas differed substantially.

12. (A) I and II only
Educational management is a continuous, dynamic social process focused on mobilizing human and physical resources to optimize student learning outcomes. It relies on collaborative human interactions and remains deeply connected to societal requirements. Management cannot operate in isolated silos, as it must continually respond to community needs, policy changes, and evolving social contexts to ensure institutional relevance and educational quality.

13. (A) Increased operational delays and reduced frontline teacher initiative
High centralization concentrates decision-making authority exclusively at top administrative levels, restricting local autonomy. In a centralized school structure, frontline teachers and middle administrators must seek higher approval for routine operational decisions. This lack of decentralized authority leads to procedural bottlenecks, slow response times during emergencies, reduced staff initiative, diminished creative problem-solving, and lower overall professional morale across the institution.

14. (A) III, I, II, IV
Management by Objectives (MBO) follows a systematic sequential process. First, overall institutional vision and strategic goals are defined at the organizational level. Second, specific departmental and individual performance objectives are formulated collaboratively. Third, progress is regularly monitored through periodic performance reviews. Finally, formal performance appraisal is conducted, accompanied by constructive feedback to align individual contributions with institutional growth.

15. (A) Both A and R are true and R is the correct explanation of A
Delegation is the administrative process of conferring authority and operational responsibility upon subordinates to perform specific tasks. However, ultimate accountability remains strictly non-delegable. Although a principal delegates operational duties to a vice-principal, the principal remains fully answerable to higher educational authorities for institutional

Click Here to Buy book on Amazon

outcomes. Delegating operational power does not reduce or transfer the executive officer's final statutory accountability.

16. (C) Formulated by a school based on its specific needs, available resources, and developmental goals
Institutional planning is a bottom-up administrative approach where individual educational institutions prepare developmental plans tailored to their unique needs, context, and available resources. Unlike centralized top-down mandates, institutional planning emphasizes self-evaluation, local community participation, and realistic resource allocation to improve instructional quality, school infrastructure, and academic outcomes based on specific institutional capabilities and immediate priorities.

17. (A) I, IV, II, III
The institutional planning process follows a logical sequence. It begins with surveying available institutional resources and assessing specific operational needs. Next, detailed short-term and long-term project proposals are formulated to address identified requirements. Following formulation, planned action programs are systematically executed. Finally, outcomes are evaluated against pre-established goals, and feedback is gathered to inform future institutional planning cycles.

18. (D) Establishes long-term vision, organizational mission, and strategic institutional goals
Strategic planning differs from operational planning in its temporal scope and organizational perspective. Strategic planning focuses on long-term institutional vision, defining overall mission, setting strategic direction, and allocating broad resources across multi-year horizons. Conversely, operational planning addresses short-term day-to-day administrative activities, routine scheduling, short-term budget tracking, and immediate tactical tasks necessary for smooth daily organizational performance.

19. (A) Make 'satisficing' decisions due to cognitive limits, partial information, and time constraints
Herbert Simon's Bounded Rationality Model posits that human decision-makers face cognitive limitations, incomplete information, time constraints, and bounded computational capacities. Consequently, administrators cannot examine every possible alternative to achieve perfect optimization. Instead, they make "satisficing" decisions by selecting courses of action that meet acceptable, satisfactory threshold criteria rather than searching endlessly for theoretically optimal solutions in dynamic environments.

MCQGPT

20. (C) Subject teachers should be assigned continuous heavy periods without any breaks to maximize instructional hours
Constructing an effective school timetable requires applying pedagogical and ergonomic principles. Assigning teachers continuous heavy instructional periods without rest causes cognitive fatigue, decreases teaching efficiency, and negatively impacts learning quality. Timetables must balance heavy and light subjects, accommodate infrastructure constraints like laboratories, place demanding subjects during peak cognitive alertness hours, and provide adequate rest intervals for instructional personnel.

21. (A) Provide a comprehensive overview of class schedules, teacher assignments, and room utilization
A master timetable functions as a central coordination tool in school administration. It integrates class schedules, teacher workload distributions, subject allocations, and room usage across the institution into a single structured overview. By consolidating operational schedules, the master timetable prevents scheduling conflicts, optimizes facility utilization, ensures compliance with statutory instructional hours, and facilitates smooth administrative oversight.

22. (D) Institutional SWOT Analysis
SWOT analysis is a strategic planning tool used to evaluate internal strengths, internal weaknesses, external opportunities, and external threats. By convening stakeholders to assess academic trends, structural limitations, available funding, and external challenges, the principal evaluates internal and external operational environments. This comprehensive diagnostic process enables the institution to formulate targeted strategic interventions and allocate resources effectively for performance improvement.

23. (B) Personal commercial engagements of teaching personnel
Constructing a functional school timetable requires balancing professional criteria, such as

faculty availability, subject expertise, statutory instructional requirements, student cognitive load, facility constraints, and seasonal timings. Personal commercial activities of teaching staff are non-official, ethically impermissible considerations that must never influence academic scheduling. Administrative planning must prioritize educational quality and official statutory rules above personal external interests.

24. (C) Institutional Planning — School-based bottom-up planning
Institutional planning is correctly characterized as a bottom-up, school-centered planning process. It focuses on identifying specific needs, optimizing local resources, and formulating realistic developmental goals within an individual institution. In contrast, strategic planning involves broad long-term visioning, whereas operational planning manages short-term daily activities. Tactical planning addresses medium-term resource allocation rather than broad macro-policy framework formulation.

25. (A) I, III and IV only
Institutional planning relies on democratic stakeholder involvement, including teachers, students, and community members. It aims to optimize existing internal and external resources while providing flexibility to adapt to local contextual requirements. Institutional planning encompasses both academic enrichment and infrastructural development, ensuring that institutional growth addresses comprehensive educational goals rather than being restricted solely to non-academic structural maintenance.

26. (A) I, II, III, IV
The administrative decision-making process follows a logical sequence. First, the administrator identifies and defines the specific administrative problem requiring resolution. Second, alternative courses of action are systematically developed. Third, alternatives are evaluated based on feasibility, risks, and resource requirements to select the optimal solution. Finally, the chosen decision is implemented, and outcomes are monitored to ensure effectiveness.

27. (B) Teachers have relevant expertise, personal stake, and input is valued
Participative Decision-Making (PDM) increases commitment, job satisfaction, and decision quality when participants possess relevant professional expertise, a personal stake in outcomes, and genuine organizational support. Involving teachers in decisions directly affecting instructional delivery enhances ownership and reduces operational friction. Conversely, routine administrative tasks or sudden emergency situations require direct administrative command rather than broad collaborative decision-making processes.

28. (A) Both A and R are true and R is the correct explanation of A
Bottom-up institutional planning fosters psychological ownership and professional commitment among teachers by actively involving them in decision-making. When educators contribute to formulating institutional goals, their professional values align with organizational objectives. This alignment minimizes operational resistance, boosts morale, enhances accountability, and ensures smoother implementation of educational programs compared to top-down administrative directives imposed without internal consultation.

29. (A) One academic session or less
Short-term administrative planning in educational management covers immediate operational horizons, typically spanning one academic session or less. This form of planning addresses routine schedules, quarterly budgets, term examinations, annual school events, and temporary resource allocations. In contrast, medium-term planning spans two to five years, while long-term strategic planning covers extended horizons of five to ten years or beyond.

30. (C) Minimizing teacher fatigue and optimizing efficiency
Scheduling no more than two consecutive heavy lecture periods for advanced teachers aligns with pedagogical fatigue management. Prolonged continuous lecturing without adequate rest causes cognitive exhaustion, reduces instructional performance, and diminishes student engagement. Distributing workload balanced across the timetable preserves mental alertness, maintains high teaching efficiency, and promotes optimal learning outcomes throughout the instructional day.

Downloaded from www.pdf.tube

31. (D) Scenario planning, expert judgment, and contingency strategies
Under administrative uncertainty, outcomes cannot be predicted using historical probability distributions or rigid operating manuals alone. Effective crisis management requires scenario planning, expert consultation, flexible decision frameworks, and robust contingency strategies. By preparing multiple response options and relying on collective expert judgment, administrators can adapt dynamically to emergent institutional challenges and mitigate unexpected operational risks effectively.

32. (C) Repetitive, routine, and guided by established operating rules
Programmed decisions involve routine, repetitive administrative problems that follow established rules, standard operating procedures, and structured policies. Because clear guidelines exist, these decisions require minimal managerial deliberation. In contrast, non-programmed decisions address novel, unstructured, complex, or emergency situations that lack predefined rules, demanding original problem-solving, intuitive reasoning, executive judgment, and customized administrative solutions.

33. (B) Direct command and decision-making authority down the scalar chain
Line authority represents the formal direct command line within an organizational hierarchy, granting administrators the right to issue directives, make binding operational decisions, and enforce accountability down the scalar chain. Conversely, staff authority is advisory and supportive, offering specialized knowledge, technical guidance, and consultative assistance to line managers without possessing direct supervisory command over operational personnel.

34. (D) Authority can be delegated, but accountability remains non-delegable
Delegation involves granting specific operational authority and task duties to subordinates to facilitate organizational functioning. However, ultimate administrative accountability remains non-delegable. While subordinates are accountable to the delegating manager for task execution, the manager retains full, absolute accountability to higher organizational or statutory authorities for the overall success or failure of delegated operations.

35. (A) Ultimate accountability cannot be abdicated through delegation
Assigning operational duties for school events to sub-committees delegates operational authority, but does not transfer final accountability. The head of school remains answerable to higher administrative authorities and oversight bodies for operational failures or financial discrepancies occurring within the institution. Delegating functional authority empowers subordinates, yet executive leadership retains non-delegable accountability for institutional compliance and performance.

36. (C) Student admission register (General Register)
Under Delhi School Education Rules, 1973, the General Register (Student Admission Register) is a crucial statutory record containing historical student demographic details, admission dates, and background information. Due to its legal and administrative importance for verifying educational records, personal identity, and age, it must be permanently archived in institutional files, unlike routine operational logs or temporary leave slips.

37. (A) Cash Book — Financial Record
The Cash Book is a primary financial register maintained in educational institutions to record all daily monetary receipts, expenditures, and cash balances. In contrast, Cumulative Record Cards are pupil personnel records tracking student growth, Service Books are staff personnel records detailing teacher employment history, and Stock Registers are physical asset tracking inventories rather than pupil personnel records.

38. (D) I, II and III
Proper management of government school stock registers requires clear classification and regular audits. Consumable items and non-consumable assets must be maintained in separate registers. Annual physical verification of non-consumable store inventory is mandatory to reconcile physical stock with ledger records. Any discrepancies, damages, or losses identified during verification must be reported immediately to competent authorities for write-off or adjustment.

MCQGPT

39. (B) A comprehensive record of a student's academic, physical, and personal growth over time
A Cumulative Record Card (CRC) is a comprehensive developmental log maintained for each student throughout their school attendance. It systematically documents academic progress, physical health assessments, socio-emotional development, co-curricular achievements, personal interests, and behavioral observations over time. This continuous record provides educators and guidance counselors with holistic insights into student growth and developmental needs.

40. (C) Continuous process improvement, stakeholder satisfaction, and total employee participation
Total Quality Management (TQM) in education emphasizes continuous process improvement, customer and stakeholder satisfaction, and total workforce participation. Developed through quality principles like those of W. Edwards Deming, TQM shifts institutional focus away from periodic end-of-process inspection and fault-finding toward optimizing systems, empowering teaching staff, enhancing operational processes, and delivering consistent educational value to students and community.

41. (A) Both A and R are true and R is the correct explanation of A
Total Quality Management (TQM) transforms school governance by shifting focus from periodic corrective inspections to continuous quality assurance. TQM incorporates Kaizen principles, emphasizing ongoing systematic refinement of operational processes, instructional delivery, and administrative procedures. By continuously improving organizational systems, institutions prevent operational defects, elevate academic quality, and build sustainable institutional excellence rather than merely reacting to final outcome failures.

42. (A) Political Alignment of Teaching Staff
The School Quality Assessment and Assurance Framework (SQAAF) evaluates school performance across standardized educational domains, including curriculum and pedagogy, infrastructure and safety, leadership and governance, and stakeholder engagement. Political alignment of teaching staff is entirely non-evaluative, unethical, and irrelevant to institutional assessment. Quality frameworks evaluate objective educational infrastructure, governance standards, instructional methodologies, and student developmental outcomes.

43. (B) New funding schemes under Samagra Shiksha launched by the Ministry
In a SWOT analysis, internal factors comprise institutional strengths and weaknesses, such as staff qualifications, physical infrastructure conditions, or teacher absenteeism rates. External factors encompass opportunities and threats originating outside the institution. Government funding initiatives under Samagra Shiksha represent external opportunities, providing additional financial resources and state support that the school can leverage to enhance infrastructure and educational quality.

44. (B) Matrix Structure
A matrix organizational structure combines functional and project-based departmentalization. Under this dual-report system, employees report simultaneously to a functional supervisor (such as a Physics Department Head) and a project leader (such as a STEM Project Coordinator). This dual authority structure enhances cross-functional collaboration, facilitates dynamic resource sharing, and improves communication, although it requires careful management to avoid dual-command confusion.

45. (A) Fear of losing control and the belief that oneself performs tasks best
Psychological barriers significantly hinder effective delegation by school administrators. A primary barrier is the administrator's fear of losing personal authority and control, combined with the perfectionist belief that they can perform tasks better than subordinates. This reluctance to trust staff capabilities leads to task hoarding, administrative burnout, reduced operational efficiency, and missed opportunities for teacher professional growth.

46. (B) 20,000 volumes
General Financial Rules (GFR) specify stock verification mandates for institutional libraries. For libraries holding up to 20,000 volumes, physical verification of books must be conducted at least once every year. For larger libraries, sample verification or extended cycles are permitted. Regular verification ensures accurate cataloguing, identifies missing or damaged

Click Here to Buy book on Flipkart

stock, and maintains formal accountability over institutional assets.

47. (D) Kaoru Ishikawa — Management by Exception
Management by Exception is a classical management concept associated with modern control systems, not Kaoru Ishikawa. Kaoru Ishikawa is famous for developing Cause-and-Effect (Fishbone) Diagrams, Quality Control Circles, and total quality approaches. In contrast, Deming formulated the 14 Principles, Juran defined the Quality Trilogy, and Crosby established the "Zero Defects" methodology within quality theory.

48. (A) Plan → Do → Check → Act
The Deming Cycle, also known as the PDCA cycle, is a continuous quality improvement framework consisting of four sequential stages: Plan, Do, Check, and Act. First, objectives and processes are planned. Second, plans are implemented on a test scale. Third, results are checked and measured against targets. Finally, corrective actions are taken to institutionalize improvements.

49. (B) Utilizing community support and government schemes to conduct digital training workshops for teachers
In SWOT analysis, Weakness-Opportunity (WO) strategies aim to overcome internal weaknesses by taking advantage of external opportunities. The internal weakness of teacher digital skill deficits is effectively mitigated by leveraging external opportunities, such as community support and available government funding schemes, to organize digital pedagogical training. This approach directly builds internal capacity through external supportive resources.

50. (D) Paid Voucher verified and signed by the Drawing and Disbursing Officer (DDO)
Financial regulations mandate that every monetary transaction recorded in the official Cash Book must be supported by a valid, verified paid voucher signed by the Drawing and Disbursing Officer (DDO). Vouchers provide legal proof of expenditure, detail transaction particulars, establish statutory compliance, and ensure transparent accounting audit trails required for public sector financial governance and official scrutiny.

51. (A) I, II and IV only
Inspection and supervision differ fundamentally in orientation. Inspection is traditional, authoritative, and focused on compliance monitoring and fault detection. Conversely, supervision is modern, democratic, and supportive, focusing on professional growth, collaborative guidance, and instructional improvement. Statement III incorrectly reverses these definitions by misidentifying inspection as process improvement, whereas inspection actually centers on formal compliance and regulatory control.

52. (C) Preventive Supervision
Preventive supervision focuses on anticipating potential instructional errors, classroom management difficulties, and administrative bottlenecks before they manifest. By identifying vulnerabilities early, supervisors introduce preventative strategies, supportive mentoring, and targeted instructional adjustments. This proactive orientation minimizes teaching breakdowns, reduces professional anxiety, and maintains high instructional standards across the educational institution without relying on post-failure corrective measures.

53. (A) II, I, III, IV, V
The Clinical Supervision cycle developed by Goldhammer and Cogan follows five distinct sequential steps. It begins with the pre-observation conference to set objectives. Next, direct observation of classroom instruction takes place. This is followed by analysis and strategy formulation by the supervisor. Subsequently, a post-observation conference is held with the teacher, ending with post-conference analysis to review the supervisory process.

54. (D) Cooperative leadership, mutual respect, and shared decision-making
Democratic supervision prioritizes cooperative leadership, mutual respect, active consultation, and shared decision-making between supervisors and teaching staff. Rather than imposing autocratic rules or displaying passive non-interference, democratic supervisors work alongside teachers as professional partners. They encourage feedback, promote instructional experimentation, support professional autonomy, and collaboratively address classroom challenges to foster continuous institutional improvement and professional confidence.

MCQGPT

55. (C) A is true but R is false
Clinical supervision is a collaborative, teacher-centered model aimed directly at improving classroom instructional performance through observation and feedback. Its primary goal is formative growth and professional development rather than summative evaluation, administrative rating, or promotional benchmarking. Thus, while the assertion correctly describes the model's supportive nature, the reason incorrectly attributes a punitive or administrative evaluation purpose to clinical supervision.

56. (C) Teachers observing peers, providing constructive feedback, and collaborating on teaching methods
Peer coaching is a non-evaluative academic supervision strategy where teachers observe each other's classroom instruction, share constructive feedback, and collaborate on effective teaching methods. This reciprocal professional development practice fosters continuous learning, encourages instructional experimentation, strengthens peer collegiality, and promotes self-reflection in a supportive environment free from administrative ratings or formal evaluative pressure.

57. (D) Verifying statutory compliance, financial accounts, campus safety, and school records
During an official school inspection visit, an Education Officer's primary functional responsibility is evaluating statutory compliance, inspecting institutional records, auditing financial accounts, verifying physical facility safety, and assessing overall administrative functioning. Unlike academic supervision, which focuses on daily teacher mentoring and instructional guidance, official inspection ensures regulatory adherence and operational accountability according to departmental standards.

58. (A) Originality, pedagogical experimentation, and innovative instructional methods
Creative supervision encourages originality, pedagogical innovation, flexible teaching techniques, and experimentation in classroom instruction. Instead of enforcing rigid compliance with standardized textbooks or routine teaching methods, creative supervisors inspire teachers to adopt active learning strategies, integrate novel technologies, and tailor instructional approaches to student learning needs, thereby enriching the educational environment and encouraging professional autonomy.

MCQGPT

59. (B) Corrective Supervision — Uncovering errors to apply immediate remediation
Corrective supervision focuses on identifying instructional errors, classroom management flaws, or administrative deviations to apply immediate corrective measures and remediation. Creative supervision encourages pedagogical innovation rather than routine compliance, clinical supervision focuses on classroom observation rather than financial auditing, and preventive supervision proactively addresses issues before failures occur rather than intervening only post-failure.

60. (A) I and II only
The post-observation conference in clinical supervision is a formative, collaborative dialogue focused on analyzing observed classroom data and delivering constructive, specific feedback in a supportive environment. It aims strictly at teacher professional growth and instructional refinement. Applying punitive administrative measures or financial penalties during this phase contradicts the developmental, trust-based philosophy fundamental to clinical supervision models.

61. (A) Preventive and developmental supervision
Pairing a struggling teacher with a master mentor and scheduling skill-building workshops exemplifies preventive and developmental supervision. Rather than issuing punitive reports or exercising autocratic control, the principal proactively addresses performance gaps by providing structural guidance, professional support, and skill enhancement. This developmental approach builds teaching competence, prevents future classroom management failures, and fosters long-term professional growth.

62. (C) Non-Directive Approach
According to Carl Glickman's Developmental Supervision theory, supervisory approaches should match teacher expertise and commitment levels. When a teacher possesses high professional expertise and high commitment, the supervisor adopts a Non-Directive Approach. In this model, the supervisor acts as a facilitator while the teacher takes primary responsibility for self-reflection, problem identification, goal setting, and instructional improvement plans.

63. (D) Clinical Supervision
The scenario describes Clinical Supervision, which involves a structured cycle of pre-observation planning, systematic classroom observation, collaborative data analysis, and a post-observation feedback conference. This approach focuses on face-to-face interaction between supervisor and teacher to analyze actual classroom performance objectively, refine instructional strategies, and foster continuous professional growth through a supportive, non-punitive partnership.

64. (C) A supportive, non-evaluative relationship focused on personal and professional growth
Mentoring differs fundamentally from administrative supervision because it is a supportive, non-evaluative, trust-based relationship centered on holistic personal and professional development. While administrative supervision involves formal evaluation, regulatory oversight, and performance rating, mentoring provides experienced guidance, psychological encouragement, confidential feedback, and skill development to help colleagues navigate professional challenges without fear of formal administrative appraisal.

65. (B) Intimidating teaching staff to force administrative subservience
Academic supervision aims to enhance student learning outcomes, support teacher professional development, improve instructional delivery, and foster a collaborative school environment. Intimidating teaching staff to force subservience is an abusive, authoritarian tactic that undermines professional trust, creates a climate of fear, damages teacher morale, and contradicts the fundamental principles of supportive, growth-oriented academic supervision.

66. (D) Effective leaders possess inherent traits that distinguish them from non-leaders
Trait Theory of Leadership assumes that effective leaders possess distinct inherent personality traits, intellectual attributes, physical qualities, and social characteristics that distinguish them from non-leaders. This classic perspective suggests that leadership capabilities are largely innate ("leaders are born, not made"), focusing on identifying personal characteristics such as self-confidence, intelligence, integrity, determination, and emotional stability.

67. (A) Initiating Structure and Consideration
The Ohio State Leadership Studies identified two critical, independent dimensions of leader behavior: Initiating Structure and Consideration. Initiating Structure refers to task-oriented behaviors, such as organizing work, defining roles, establishing operational schedules, and setting goals. Consideration describes relationship-oriented behaviors, including establishing mutual trust, demonstrating respect for employees' ideas, showing empathy, and fostering supportive interpersonal relationships.

68. (C) Team Management
On Blake and Mouton's Managerial Grid, a leadership style exhibiting high concern for production (9) combined with high concern for people (9) is termed Team Management. This optimal leadership orientation integrates task accomplishment with workforce empowerment, fostering high employee motivation, mutual trust, shared institutional commitment, and organizational productivity through collaborative teamwork and employee involvement.

69. (A) Both A and R are true and R is the correct explanation of A
Transformational leaders effectively drive deep institutional renewal by inspiring followers to transcend self-interest for the collective organization. They articulate a compelling shared vision, appeal to higher moral values, encourage intellectual stimulation, and provide individualized consideration to staff. This transformative approach changes organizational culture, boosts internal motivation, elevates commitment, and promotes continuous innovation within educational institutions.

70. (D) Leader-Member Relations, Task Structure, and Position Power
Fiedler's Contingency Model measures situational favorableness through three critical dimensions: Leader-Member Relations, Task Structure, and Position Power. Leader-Member Relations assesses the degree of trust and respect between leader and followers. Task Structure measures how clearly defined and structured tasks are. Position Power evaluates the formal authority and legitimate power inherent in the leader's organizational role.

Downloaded from www.pdf.tube

71. (B) Telling / Directing Style (S1)
According to Hersey and Blanchard's Situational Leadership Theory, when followers exhibit readiness level R1 (unable and unwilling/ insecure), leaders should employ a Telling or Directing style (S1). This high-task, low-relationship approach provides explicit instructions, clear task guidance, close supervision, and defined step-by-step direction to help individuals accomplish required duties effectively despite skill and confidence deficits.

72. (C) Transactional leaders focus on transforming employee values and transcending self-interests
Transactional leadership relies on contingent rewards, routine administrative structures, clear task expectations, and management-by-exception. Transactional leaders operate within existing organizational rules to maintain stability and compliance. Transformational leadership—not transactional leadership—focuses on transforming employee values, inspiring shared vision, elevating moral ideals, and encouraging individuals to transcend personal self-interest for overarching organizational goals.

73. (D) Defining school mission, managing instruction, and promoting a positive climate
Philip Hallinger's Instructional Leadership Model establishes three major dimensions for school principals: defining the school mission, managing the educational production program (instruction and curriculum), and promoting a positive school learning climate. Instructional leaders focus directly on framing institutional academic goals, supervising teaching practices, evaluating curriculum delivery, protecting instructional time, and fostering high academic expectations across the institution.

74. (A) I, III and IV only
Distributed leadership views leadership as an organizational practice shared across multiple individuals rather than concentrated in a single formal authority. It leverages collective expertise through teacher-leaders, department heads, and informal groups. However, distributed leadership does not relieve formal principals of their statutory accountability; executive school heads retain final legal and administrative responsibility for school outcomes.

MCQGPT

75. (B) Contingency Model — Fred Fiedler
Fred Fiedler developed the classic Contingency Model of Leadership, proposing that performance depends on matching a leader's fixed style with situational favorableness. In contrast, Transformational Leadership is associated with James MacGregor Burns and Bernard Bass, Situational Leadership was formulated by Paul Hersey and Ken Blanchard, and the Managerial Grid was developed by Blake and Mouton.

76. (B) Achievement-Oriented Leadership
In Robert House's Path-Goal Theory, Achievement-Oriented Leadership is characterized by setting challenging performance goals, expecting high performance standards, seeking continuous operational improvement, and demonstrating confidence that subordinates will attain high standards. This style motivates capable employees by instilling confidence and encouraging excellence in task execution through high expectations and administrative trust.

77. (A) Situational Leadership Theory
The scenario illustrates Hersey and Blanchard's Situational Leadership Theory, which posits that leaders must adapt their leadership style based on follower task readiness and competence. Providing directive, step-by-step guidance to a novice teacher (low readiness) while delegating authority to an experienced, highly committed veteran (high readiness) demonstrates matching supervisory behavior to subordinate maturity levels.

78. (C) Serving the needs of teachers and students first to support their growth and performance
Servant Leadership, developed by Robert Greenleaf, posits that effective leaders prioritize serving the needs of others—specifically teachers, students, and staff—above personal ambition or administrative status. Servant leaders focus on empowering people, developing employee capabilities, fostering community, and providing ethical stewardship. By supporting personal growth and well-being, servant leaders build high-performing, resilient educational communities.

79. (D) Boss-centered authority and subordinate-centered freedom
Tannenbaum and Schmidt's Leadership Continuum depicts leadership behavior along a spectrum ranging from boss-centered (autocratic) authority to subordinate-centered (delegative)

freedom. As leader authority decreases, subordinate decision-making freedom increases. The continuum highlights how managers select leadership styles along this spectrum based on forces within the manager, forces in subordinates, and dynamic environmental situational factors.

80. (C) Transformational Leadership — Relies strictly on monetary rewards and forced compliance
Transformational leadership relies on inspiring vision, intellectual stimulation, charisma, and individualized consideration to motivate employees, rather than monetary transactions or forced compliance. Relying on transactional exchanges and strict compliance is characteristic of Transactional Leadership. Trait Theory assumes inherent characteristics, Behavioral Theory posits leadership can be learned, and Fiedler's Model assumes leader style is fixed.

81. (B) Actively monitors performance for deviations and takes immediate corrective action
In transactional leadership, Management by Exception (Active) occurs when the administrator actively tracks tasks, monitors employee performance for errors or deviations from standard operating procedures, and takes immediate corrective action when mistakes occur. This proactive monitoring contrasts with Management by Exception (Passive), where administrators intervene only after significant failures or operational crises have occurred.

82. (D) Individualized Consideration
Bernard Bass conceptualized the "Four Is" of Transformational Leadership: Idealized Influence (acting as a role model), Inspirational Motivation (articulating a compelling vision), Intellectual Stimulation (encouraging innovation), and Individualized Consideration. Individualized Consideration involves giving personal attention, coaching, mentoring, and supporting the individual developmental needs of each employee to maximize their professional potential.

83. (A) Both A and R are true and R is the correct explanation of A
Instructional leadership requires principals to dedicate substantial time to direct academic engagement, such as conducting classroom observations, reviewing curriculum execution, and supporting teacher development. Empirical research consistently shows that a principal's active involvement in instructional management significantly elevates teaching quality and student academic achievement. Thus, the reason provides the direct rationale justifying the assertion's requirement.

84. (C) Vision, personal risk-taking, sensitivity to followers, and innovative behavior
Charismatic Leadership Theory suggests that followers attribute heroic or extraordinary leadership abilities to leaders who display specific behaviors. These include communicating an appealing vision, taking personal risks to achieve goals, demonstrating sensitivity to follower needs, and exhibiting novel or unconventional behaviors. Charismatic leaders inspire deep emotional commitment, trust, and enthusiasm among subordinates through personal conviction rather than administrative authority.

85. (A) Self-awareness, internalized morals, balanced processing, and relational transparency
Authentic Leadership is defined by four fundamental components: self-awareness, internalized moral perspective, balanced processing of information, and relational transparency. Authentic educational leaders understand their strengths and values, adhere to high ethical standards, objectively evaluate data before making decisions, and foster open, honest relationships with staff, students, and community stakeholders to build administrative trust.

86. (A) II, I, V, IV, III
Abraham Maslow's Hierarchy of Needs arranges human needs in ascending order, starting from basic lower-order needs to higher-order growth needs. The correct sequence begins with Physiological Needs (II), followed by Safety and Security Needs (I), Love and Belongingness Needs (V), Esteem Needs (IV), and culminates in Self-Actualization Needs (III) at the highest level of human psychological development.

87. (B) Professional recognition and growth opportunities
In Frederick Herzberg's Two-Factor Theory, motivators are intrinsic factors that directly drive job satisfaction and internal performance, such as professional recognition, achievement, responsibility, and growth opportunities. Conversely, physical working conditions, monthly salary, job security, and interpersonal relations

Click Here to Buy book on Amazon

represent hygiene factors; improving them prevents workplace dissatisfaction but does not inherently create deep long-term job motivation.

88. (A) I and II only
Herzberg's theory categorizes factors into hygiene factors and motivators. Improving hygiene factors (like working conditions, toilets, or salary) removes job dissatisfaction, but fails to generate high intrinsic motivation. True intrinsic motivation stems from motivators like achievement, growth, and professional recognition. Basic sanitation facilities represent fundamental hygiene needs, not high-level motivators for driving pedagogical innovation.

89. (D) Inherently dislike work, avoid responsibility, and need close control
Douglas McGregor's Theory X outlines traditional autocratic managerial assumptions. Under Theory X, managers believe that average employees inherently dislike work, avoid responsibility whenever possible, lack ambition, resist organizational change, and prefer step-by-step guidance. Consequently, Theory X administrators rely on close supervision, rigid controls, coercion, and directive leadership to enforce workplace performance and maintain compliance.

90. (A) Expectancy, Instrumentality, and Valence
Victor Vroom's Expectancy Theory posits that human motivation (M) is the mathematical product of three core variables: Expectancy (belief that effort leads to performance), Instrumentality (belief that performance leads to rewards), and Valence (value placed on the expected outcome). If any of these three components equals zero, overall motivation is completely eliminated within the individual.

91. (B) Grant autonomy in project design, recognize excellence, and offer leadership roles
According to Herzberg's Two-Factor Theory, physical staff room enhancements represent hygiene factors that merely eliminate dissatisfaction without generating intrinsic motivation. To cultivate true internal motivation, the principal must introduce intrinsic motivators. Granting autonomy in curriculum design, recognizing professional excellence, and offering leadership opportunities satisfy higher-order psychological needs, directly stimulating professional engagement and instructional innovation.

MCQGPT

92. (B) Need for Achievement, Power, and Affiliation
David McClelland's Learned Needs Theory identifies three fundamental needs that drive human behavior in workplace environments: the Need for Achievement (nAch), the Need for Power (nPow), and the Need for Affiliation (nAff). Individuals possess varying combinations of these acquired needs, which significantly shape their workplace motivation, interpersonal interactions, job performance, and leadership preferences.

93. (A) Frustration-Regression Principle
Clayton Alderfer's ERG Theory condenses Maslow's five need levels into three categories: Existence, Relatedness, and Growth. Crucially, ERG theory introduces the Frustration-Regression Principle, which posits that if an individual is continually frustrated in satisfying a higher-level need (such as growth), they will regress to desiring lower-level, more concrete needs (such as relatedness or existence).

94. (C) Reducing effort, seeking higher rewards, or leaving the job
Stacy Adams' Equity Theory states that employees evaluate fairness by comparing their input-outcome ratio with that of peers. When a teacher perceives an inequitable ratio (e.g., working harder for fewer rewards than colleagues), cognitive dissonance occurs. To restore equity, the individual may reduce workplace effort, request higher rewards, alter perceptions, or ultimately leave the organization entirely.

95. (D) Internal satisfaction, personal interest, and inherent joy in the activity
Intrinsic motivation originates from within the individual, driven by personal interest, internal satisfaction, curiosity, and the inherent joy of engaging in an activity itself. In contrast, extrinsic motivation is driven by external external factors, such as financial bonuses, salary increments, fear of disciplinary administrative warnings, or formal public citations awarded by organizational authorities.

96. (C) Negative Reinforcement — Removing an unpleasant condition when desired behavior occurs
In B.F. Skinner's Operant Conditioning, negative reinforcement involves strengthening a desired behavior by removing or avoiding an unpleasant or adverse stimulus when that behavior occurs. For example, withdrawing close monitoring once a teacher consistently meets instructional standards reinforces positive performance. Negative reinforcement is distinct from punishment, which applies an unpleasant consequence to eliminate unwanted behavior.

97. (B) Specific, challenging yet attainable, and paired with performance feedback
Edwin Locke's Goal-Setting Theory demonstrates that goals are most effective in driving high employee performance when they are specific, challenging yet attainable, and accompanied by regular performance feedback. Clear goals reduce ambiguity, direct employee attention, increase task persistence, and boost effort, whereas vague, trivial, or unmonitored goals fail to motivate high organizational performance.

98. (C) A is true but R is false
Douglas McGregor's Theory Y assumes that employees are naturally self-motivated, enjoy work, seek responsibility, and possess creative problem-solving abilities. Administrators subscribing to Theory Y employ participative management, delegate authority, and support employee autonomy. The assertion correctly describes Theory Y management practices, but the reason incorrectly attributes traditional Theory X assumptions regarding employee laziness to Theory Y.

99. (A) Autonomy, Competence, and Relatedness
Deci and Ryan's Self-Determination Theory identifies three innate psychological needs essential for optimal intrinsic motivation, performance, and psychological well-being: Autonomy (feeling in control of one's actions), Competence (feeling effective in mastering skills), and Relatedness (feeling connected and belonging with others). Satisfying these core needs fosters deep engagement, internal motivation, and professional growth.

100. (C) Work Itself
Under Frederick Herzberg's Two-Factor Theory, the "Work Itself" is classified as an intrinsic Motivator, directly driving job satisfaction and internal achievement. Conversely, job security, monthly salary, and the school physical environment represent extrinsic Hygiene factors; addressing them eliminates workplace dissatisfaction but does not inherently create positive intrinsic motivation or professional enthusiasm.

101. (A) III, I, IV, II, V
The basic communication process follows a structured sequential sequence. It begins when the sender formulates an idea (III). Next, the sender encodes the idea into a symbolic message (I). The message is then transmitted through a chosen communication channel (IV). The receiver receives and decodes the message (II). Finally, the receiver provides feedback to the sender (V).

102. (D) I, II, III and IV
Directional communication in school organizations takes multiple forms. Downward communication flows from superiors to staff regarding policy mandates. Upward communication flows from staff to administration with reports and feedback. Horizontal communication occurs between peers of equal rank for task coordination. Diagonal communication cuts across hierarchical levels and departments, facilitating rapid cross-functional coordination and information exchange.

103. (B) Misinterpretation of ambiguous administrative jargon or technical language
Semantic barriers to communication arise from linguistic misunderstandings, ambiguous wording, specialized technical jargon, or multi-meaning terms that lead to misinterpretation between sender and receiver. Unlike physical equipment failures or psychological fear, semantic barriers stem from symbolic encoding and decoding differences, where the receiver interprets administrative messages differently from the sender's intended meaning.

104. (C) The Grapevine
In organizational communication theory, informal communication networks operating outside official administrative channels are known as the Grapevine. While formal communication follows structured chains of command, the Grapevine transmits information rapidly through social interactions and peer relationships. Although vulnerable to rumors and inaccuracies, it fulfills

Downloaded from www.pdf.tube

social needs and provides administrators with informal feedback regarding staff sentiments.

105. (D) Collaborating
The principal utilized a Collaborating conflict management style (high assertiveness, high cooperativeness). Rather than forcing a decision or avoiding the issue, the principal brought opposing parties together to share underlying concerns and co-create a win-win solution. Collaboration seeks integrative outcomes that fully satisfy both departments' interests, building long-term mutual trust and functional workplace relationships.

106. (A) Assertiveness and Cooperativeness
The Thomas-Kilmann Conflict Mode Instrument categorizes conflict-handling behaviors along two primary dimensions: Assertiveness and Cooperativeness. Assertiveness measures the extent to which an individual attempts to satisfy their own concerns, while Cooperativeness measures the extent to which an individual attempts to satisfy the other person's concerns. These dimensions define five specific conflict-resolution styles.

107. (A) Unfreeze → Change → Refreeze
Kurt Lewin's classic Three-Stage Model of Planned Organizational Change follows three sequential stages: Unfreezing, Changing (or Moving), and Refreezing. Unfreezing prepares the organization by dismantling existing mindsets and breaking operational inertia. Changing involves implementing new behaviors, processes, or structures. Refreezing institutionalizes and stabilizes the change into the organizational culture to ensure permanent transformation.

108. (B) Establishing a sense of urgency
John Kotter's 8-Step Change Model for leading organizational transformation begins with establishing a sense of urgency. This critical initial step involves examining market and competitive realities, identifying potential crises or major opportunities, and convincing staff members that status quo operational patterns are unsustainable, thereby creating the necessary momentum to initiate meaningful organizational change.

109. (A) Fear of incompetence, loss of comfort, and increased workload
Resistance to technological change among school staff typically stems from psychological factors, including fear of technical incompetence, anxiety over losing established routine comfort, perceived increases in workload, and lack of training. Recognizing these concerns allows administrators to provide supportive training, open communication, and gradual implementation strategies that ease staff transition and reduce organizational resistance.

MCQGPT

110. (C) Giving focused attention, paraphrasing key thoughts, and seeking clarification
Active listening requires giving focused, undivided attention to the speaker, observing non-verbal cues, paraphrasing key thoughts, and seeking clarification to ensure accurate understanding. For school principals, practicing active listening builds trust, demonstrates empathy, resolves interpersonal misunderstandings, and fosters open, constructive communication across diverse institutional stakeholders, avoiding premature judgments or administrative interruptions during dialogue.

111. (D) Expressing positions and needs clearly and respectfully without violating rights
An assertive communication style involves expressing personal positions, administrative expectations, and professional needs clearly, directly, and respectfully without dominating others or violating their rights. Assertiveness balances self-advocacy with empathy, contrasting with aggressive communication (which domineers and dismisses others) and passive communication (which submissively yields and avoids necessary operational firmness).

112. (A) Both A and R are true and R is the correct explanation of A
Collaborating yields sustainable win-win solutions because it combines high assertiveness with high cooperativeness. By bringing conflicting parties together to examine underlying interests, collaboration enables individuals to resolve deep-seated concerns fully without compromising core institutional goals. This integrative problem-solving approach strengthens professional relationships, enhances commitment, and creates long-term organizational consensus in educational management.

113. (B) Information known to both self and others
In the Johari Window model of interpersonal communication, the Open Arena quadrant represents information, behaviors, attitudes, feelings, and skills known to both the self and others. Expanding the Open Arena through open communication, active feedback, and self-disclosure improves self-awareness, reduces interpersonal friction, enhances transparency, and builds mutual trust within professional educational teams.

114. (D) Accommodating
In the Thomas-Kilmann model, the Accommodating style represents low assertiveness and high cooperativeness. When employing this style, an individual neglects their own personal concerns to satisfy the concerns of others. Accommodating involves self-sacrifice, yielding to opposing viewpoints, and prioritizing interpersonal harmony over personal preferences, which is useful when issues are more critical to others.

115. (A) Competing — High Assertiveness, Low Cooperativeness (Win-Lose)
In the Thomas-Kilmann Conflict Mode Instrument, the Competing style is correctly characterized by high assertiveness and low cooperativeness, pursuing a win-lose outcome through positional authority. Avoiding involves low assertiveness and low cooperativeness (lose-lose), Accommodating features low assertiveness and high cooperativeness, and Collaborating combines high assertiveness with high cooperativeness (win-win).

116. (C) The psychological process people go through internally to accept organizational change
William Bridges' Transition Model distinguishes between external change and internal transition. Change represents the external situational event, such as a new policy or structural reorganization. Transition is the internal, three-stage psychological process (Ending, Neutral Zone, New Beginning) that individuals experience as they adapt to and emotionally accept organizational transformation and underlying personal shifts.

117. (A) Direct, immediate downward communication with clear instructions
During campus safety emergencies or severe crises, administrators must utilize direct, immediate downward communication channels. Urgent situations require unambiguous, authoritative directives to ensure rapid action, eliminate operational confusion, and ensure safety. Releying on slow upward reporting or informal grapevine channels delays emergency responses and compromises stakeholder security during critical campus incidents.

118. (D) I, II and III
Effective organizational communication serves multiple essential functions in educational management. It controls employee behavior through clear policies and procedures, fosters motivation by clarifying performance expectations and goals, and facilitates emotional expression by providing channels for staff to share grievances, social needs, and personal feelings, thereby maintaining overall organizational health.

119. (B) Everett Rogers — Managerial Grid Theory of Change
Everett Rogers is renowned for developing the Diffusion of Innovations theory, not the Managerial Grid. The Managerial Grid framework was formulated by Robert Blake and Jane Mouton to assess leadership styles based on concern for production and people. The remaining pairings of Lewin, Kotter, and Bridges with their respective change models are correct.

120. (C) Kotter's 8-Step Framework
The principal is operationalizing John Kotter's 8-Step Change Framework. By establishing a sense of urgency, forming a guiding coalition of lead teachers, generating short-term wins through celebrated milestones, and anchoring changes into daily institutional practice, the principal systematically guides the school through major structural curriculum reform while mitigating organizational anxiety.

121. (C) 50 hours
Under the National Education Policy (NEP) 2020 mandates, school teachers and principals are expected to participate in a minimum of 50 hours of Continuous Professional Development (CPD) per year. These CPD modules focus on modern pedagogical techniques, competency-based education, leadership skills, foundational literacy, and subject-specific enhancements to ensure ongoing professional growth.

Click Here to Buy book on Flipkart

122. (A) Annual Performance Assessment Report (APAR)
In government school administration, the Annual Performance Assessment Report (APAR) is the formal tool utilized for systematic employee evaluation and administrative monitoring. APAR objectively documents a teacher's work output, professional competence, personal attributes, and operational efficiency annually, serving as a primary record for career advancements, financial upgradations, and promotional considerations.

123. (B) BARS Method
The Behaviorally Anchored Rating Scales (BARS) method combines qualitative critical incidents with quantitative rating scales. It evaluates performance using specific, observable behavioral descriptions along a numerical continuum for defined job dimensions. This method reduces subjective appraisal bias, providing clear, behavior-based standards for assessing teaching effectiveness and administrative competencies in educational institutions.

124. (B) Open Climate
In Halpin and Croft's OCDQ framework, the Open Climate represents the most desirable and productive organizational environment. It is characterized by high teacher esprit de corps, strong professional collaboration, authentic principal leadership, high motivation, and low administrative hindrance. This positive dynamic fosters professional satisfaction, academic achievement, mutual trust, and high institutional morale.

125. (A) High principal hindrance and burden, combined with low teacher morale
In Halpin and Croft's OCDQ model, a Closed Climate is characterized by high principal hindrance, administrative burden, and autocratic aloofness, combined with low teacher esprit de corps and widespread dissatisfaction. In this environment, teachers feel burdened by routine paperwork, lack genuine professional satisfaction, and exhibit minimal motivation or organizational commitment.

126. (C) 75 percent
Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 mandates that at least 75 percent of the total membership of a School Management Committee (SMC) must consist of parents or guardians of enrolled students. This provision ensures community-driven school governance and parent empowerment in monitoring school functioning.

127. (A) Both A and R are true and R is the correct explanation of A
Section 21 of the RTE Act, 2009 mandates that at least 50% of School Management Committee (SMC) members must be women. This statutory requirement ensures gender balance in institutional decision-making, empowering female parents to actively participate in school governance, monitor student safety, address equity issues, and promote community oversight of local primary education.

128. (C) School Development Plan (SDP)
Under Section 22 of the Right to Education (RTE) Act, 2009, a primary statutory duty of the School Management Committee (SMC) is to prepare the School Development Plan (SDP). The SDP serves as the official baseline document for estimating institutional requirements, planning physical infrastructure expansion, allocating government grants, and guiding school improvements.

129. (B) SMDC
For secondary and senior secondary government schools, community-based management and infrastructural monitoring under Samagra Shiksha are facilitated through the School Management and Development Committee (SMDC). While SMCs operate primarily at the elementary level under RTE, SMDCs handle planning, financial utilization, and infrastructure development for secondary school education levels.

130. (A) I, II and IV only
Under the RTE Act, 2009, School Management Committees are empowered to monitor school functioning, oversee the utilization of government grants, and prepare the School Development Plan. However, SMCs do not conduct formal annual performance appraisals or determine teacher promotions, as teacher evaluations remain under the statutory jurisdiction of departmental administrative authorities.

131. (A) Community stakeholders review school records and grants to ensure transparency
Social Audit in educational governance is a democratic process where community

Downloaded from www.pdf.tube

stakeholders, including parents, local residents, and civic members, publicly review school records, financial expenditures, and grant utilizations. This participatory audit ensures administrative transparency, prevents financial misallocation, verifies educational delivery, and enhances local accountability in school management without relying solely on internal department audits.

132. (C) Continuous diagnostic feedback and professional development
Formative staff appraisal focuses on diagnostic feedback, continuous skill enhancement, and ongoing professional development. Unlike summative appraisal, which determines administrative actions, probation confirmation, or career promotions, formative appraisal identifies instructional strengths and growth areas in a supportive, non-punitive manner to help teachers refine their pedagogical techniques and classroom effectiveness continuously.

133. (A) Basic Assumptions
In Edgar Schein's Model of Organizational Culture, Basic Assumptions represent the deepest, most unconscious level of culture. These unstated, taken-for-granted implicit beliefs, perceptions, and values form the foundation of organizational culture, deeply influencing how members perceive, think, and feel about organizational activities, administrative relationships, and overall institutional purpose.

134. (D) SMC is a statutory body with legal functions under RTE, whereas PTA is an informal support body
A fundamental difference between a Parent-Teacher Association (PTA) and a School Management Committee (SMC) lies in their legal status. An SMC is a statutory body mandated by Section 21 of the RTE Act, 2009, possessing legally defined functions in school governance, planning, and grant oversight. Conversely, a PTA operates as a voluntary, non-statutory support organization.

135. (B) Community participation and shared governance under RTE
The principal demonstrated community participation and shared governance as envisioned under the RTE Act. By engaging parent members of the SMC to address student absenteeism and transparently utilizing SMC grants to upgrade basic sanitation facilities, the principal built local partnership and community trust, resulting in substantial attendance improvements and enhanced institutional effectiveness.

136. (C) Identify competency gaps to design targeted teacher development
Training Needs Analysis (TNA) is conducted to systematically identify specific skill deficits, professional knowledge gaps, and pedagogical needs among teaching staff. By diagnosing these competency gaps, educational administrators can design targeted, high-impact professional development programs that directly enhance instructional quality, address classroom challenges, and improve overall teaching effectiveness.

137. (C) Very Good
Under official civil service promotion rules and Departmental Promotion Committee (DPC) guidelines, while an APAR rating of "Good" suffices for financial upgradations under MACP, the benchmark performance requirement for promotion to selection grade administrative posts is generally set at "Very Good" to ensure high administrative and professional capability.

138. (A) Open Climate — High Esprit, High Professional Autonomy, Low Hindrance
In Halpin and Croft's OCDQ model, the Open Climate is correctly matched with high teacher esprit, high professional autonomy, supportive leadership, and low principal hindrance. Controlled Climate features high task orientation, Paternal Climate displays ineffective parental-style leadership, and Autonomous Climate features high teacher freedom rather than high principal hindrance.

139. (B) Issuing formal suspension orders to permanent civil service staff
Under the RTE Act, 2009, School Management Committees monitor teacher attendance, curriculum coverage, and mid-day meal delivery. However, issuing formal suspension orders to permanent government civil service personnel is a statutory disciplinary power strictly reserved for competent departmental appointing and disciplinary authorities, falling entirely outside the statutory mandate of local SMCs.

MCQGPT

140. (B) Self, superiors, peers, subordinates, and community stakeholders
A 360-Degree Performance Appraisal gathers comprehensive performance feedback from a multi-source evaluation panel, including self-assessment, administrative superiors, departmental peers, direct subordinates, and relevant community stakeholders. This multi-rater perspective provides a holistic, well-rounded evaluation of an administrator's leadership skills, interpersonal relationships, operational efficiency, and overall performance.

141. (A) Connecting private volunteers and alumni with schools for assets and instructional support
Vidyanjali 2.0 is a central initiative launched by the Ministry of Education to strengthen government and government-aided schools by mobilizing community and private sector involvement. The portal connects schools with private volunteers, alumni, and organizations who contribute physical assets, instructional equipment, and voluntary co-curricular teaching support to enrich institutional learning environments.

142. (C) Institutional, Managerial, and Technical
The Organizational Health Inventory (OHI), developed by Hoy and Feldman, measures school organizational climate across three structural levels: the Institutional level (connecting school with environment), the Managerial level (administrative leadership and task support), and the Technical level (teaching and learning processes in classrooms), providing a comprehensive assessment of school health.

143. (D) Statutory quasi-judicial proceedings involving explicit charge-sheets and formal inquiries
Disciplinary action under Central Civil Services (Classification, Control and Appeal) Rules, 1965, differs fundamentally from routine performance appraisals. CCS (CCA) proceedings are statutory, quasi-judicial administrative processes initiated for specific misconduct. They involve issuing formal charge-sheets, conducting detailed inquiry proceedings, ensuring natural justice, and imposing statutory major or minor penalties upon government employees.

144. (C) Reducing administrative hindrance, offering supportive leadership, and fostering trust
Fostering an Open Climate requires a principal to reduce administrative burdens, provide supportive and empathetic leadership, encourage professional autonomy, and build mutual trust among staff. By minimizing unnecessary paperwork hindrance and facilitating collaborative problem-solving, the school head elevates teacher morale, strengthens professional commitment, and creates a productive, positive educational environment.

145. (B) NEP 2020 — Minimum 50 hours of CPD annually for teachers and school heads
The National Education Policy (NEP) 2020 explicitly mandates that teachers and school principals participate in at least 50 hours of Continuous Professional Development (CPD) annually. The other options misstate statutory requirements, as RTE does not mandate overseas training, DSER does not prohibit professional development, and Samagra Shiksha does not require 500 computer hours monthly.

146. (D) Budget planning, grant allocations, and development over a three-year period
Under Section 22 of the RTE Act, 2009, the School Development Plan (SDP) prepared by the School Management Committee forms the statutory basis for institutional budget planning, government grant allocations, and infrastructural development over a three-year planning cycle. It details physical infrastructure requirements, learning resources, and teacher requirements to guide government funding.

147. (A) Solving local classroom problems to improve instructional practice directly
Action Research conducted by classroom teachers focuses on diagnosing and solving immediate, localized classroom problems to enhance instructional practice directly. Unlike fundamental educational research, which seeks universal theoretical laws, Action Research is pragmatic and reflective, empowering teachers to evaluate their own methods, refine classroom strategies, and improve student learning outcomes within their specific institutional context.

148. (C) The SMC has authority to modify basic salary scales of government teachers
Under RTE Rules, School Management Committees are reconstituted every two

Click Here to Buy book on Amazon

years, include the Head of School as ex-officio Member-Secretary, and feature local authority representation. However, SMCs do not possess legal authority to alter basic salary scales of government teachers, as salary structures are determined exclusively by state pay commissions and statutory civil service service rules.

MCQGPT

149. (A) Setting clear expectations, modeling integrity, recognizing growth, and encouraging collaboration
A principal shapes a positive school culture of academic excellence by establishing clear professional expectations, modeling personal integrity, recognizing teacher and student achievements, and fostering collaborative professional relationships. Effective educational leadership prioritizes instructional quality, supports continuous staff development, and builds a shared institutional vision centered on student growth, academic success, and mutual respect.

150. (D) Synthesizing APAR ratings, TQM feedback, SMC audits, student data, and climate surveys
Evaluating comprehensive institutional health requires synthesizing multi-dimensional quantitative and qualitative data sources. A principal must analyze APAR ratings, TQM process feedback, SMC social audit findings, student academic achievement trends, and climate survey results. Integrating diverse diagnostic metrics provides a holistic, accurate evaluation of instructional quality, organizational health, community trust, and overall institutional effectiveness.

****

CHAPTER 02

Role of a Manager in an Organization

1. The acronym POSDCORB, which outlines the core administrative functions of a manager, was synthesized by Luther Gulick and Lyndall Urwick. Which function is represented by the letter 'C' in this acronym?
(A) Communication
(B) Co-ordinating
(C) Control
(D) Command

2. Which aspect of educational management primarily distinguishes it from general business management?
(A) Exclusive reliance on formal hierarchical authority
(B) Absence of financial auditing and budgetary constraints
(C) Non-applicability of organizational planning principles
(D) Primary focus on non-monetary human development outcomes and socio-pedagogical goals

3. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): As a school Principal moves up from lower-level administrative tasks to senior institutional governance, the requirement for conceptual skills increases while technical skill requirements relatively decrease.
Reason (R): Top-level educational managers are primarily responsible for strategic planning, policy formulation, and understanding the school as an integrated system within the larger socio-political framework.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. In Henry Mintzberg's typology of managerial roles, a school Principal presiding over an annual sports day prize distribution ceremony is performing which specific interpersonal role?
(A) Leader
(B) Liaison
(C) Figurehead
(D) Spokesperson

5. Which of the following managerial roles identified by Mintzberg falls under the "Informational" category?
(A) Monitor
(B) Entrepreneur
(C) Resource Allocator
(D) Negotiator

6. A Principal interacts with the Directorate of Education, local municipal bodies, civil society NGOs, and police authorities to build collaborative relationships for school safety and resources. According to Mintzberg, this activity exemplifies which role?
(A) Disseminator
(B) Disturbance Handler
(C) Figurehead
(D) Liaison

7. Consider the following statements regarding Mintzberg's Decisional Roles of a manager:
I. The Entrepreneur role involves seeking opportunities to initiate controlled organizational change and innovation.
II. The Disturbance Handler role involves taking corrective action when the organization faces unexpected disruptions.
III. The Negotiator role involves bargaining with external entities or internal staff to secure institutional advantages.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

Downloaded from www.pdf.tube

8. According to Robert L. Katz's skill-mix theory, human or interpersonal skills are required:
(A) Predominantly at operational levels of management
(B) Predominantly at strategic top levels of management
(C) Equally across all organizational managerial levels
(D) Exclusively during acute organizational conflict situations

9. Which management thinker introduced the concept of "Scientific Management" emphasizing time-and-motion studies, standardization of work tools, and task specialization?
(A) Henri Fayol
(B) Max Weber
(C) Mary Parker Follett
(D) Frederick Taylor

10. A senior teacher approaches the Principal reporting that two departmental heads are engaged in an open dispute regarding subject allotment for the upcoming term, leading to an operational deadlock. The Principal immediately intervenes, mediates a compromise, and restores functional workflow. In Mintzberg's managerial framework, which decisional role did the Principal execute?
(A) Disturbance Handler
(B) Resource Allocator
(C) Entrepreneur
(D) Liaison

11. Which of the following is considered a non-programmed decision for a school Principal?
(A) Granting casual leave to eligible staff members as per established service rules
(B) Managing an unprecedented crisis like earthquake structural damage
(C) Approving routine quarterly administrative and office contingent expenditure
(D) Preparing the master annual timetable following statutory subject-hour guidelines

12. Which of the following options represents the correct sequential order of the stages in the decision-making process?
I. Identification and diagnosis of the problem
II. Identification of alternative solutions
III. Evaluation of alternatives and choice of optimal solution
IV. Implementation and feedback tracking
Select the correct order using the code given below:
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) I, II, IV, III

13. Which of the following statements correctly differentiates between problem-solving and decision-making?
(A) Problem-solving closes an existing gap, while decision-making chooses among alternatives.
(B) Decision-making is strictly an individual managerial activity, whereas problem-solving is always conducted as a group exercise.
(C) Problem-solving handles operational routine tasks, whereas decision-making deals exclusively with critical emergency situations.
(D) Decision-making invariably precedes comprehensive problem analysis during every standard operational administrative cycle.

14. Delegating authority effectively requires adherence to the principle of "Parity of Authority and Responsibility." This principle dictates that:
(A) Responsibility should always exceed authority to maintain strict administrative control over staff.
(B) Authority can be delegated, but ultimate responsibility rests exclusively with lower-level support staff.
(C) Delegated authority must match assigned responsibility.
(D) Managers should delegate authority without holding subordinates accountable for operational outcomes.

15. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Delegation of authority does not imply abdication of responsibility by the delegating authority.
Reason (R): While a Principal can delegate operational duties to Vice-Principals or Teacher In-charges, the ultimate accountability to higher educational authorities remains with the Principal.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

MCQGPT

correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. Which organizational barrier to effective delegation originates directly from the psychological state of the manager?
(A) Lack of clear, well-defined institutional job descriptions across all organizational levels
(B) Inadequate and inefficient communication channels across hierarchical administrative tiers
(C) "I can do it better myself" attitude and fear of losing control
(D) Incompetence or general unwillingness among subordinates to take professional initiative

17. In Eisenhower's Time Management Matrix, activities that are classified as "Important but Not Urgent" (such as strategic institutional planning, staff development, and preventive health and safety audits) belong to which quadrant?
(A) Quadrant I (Do First / Urgent)
(B) Quadrant II (Schedule / Plan)
(C) Quadrant III (Delegate / Urgent)
(D) Quadrant IV (Eliminate / Waste)

18. What is the fundamental objective of preparing an "Institutional Plan" in a school context?
(A) To strictly comply with mandatory central statistical survey returns sent annually to the education ministry
(B) To prepare detailed financial estimates solely for additional grant-in-aid requests from central government bodies
(C) To systematically evaluate the individual academic performance of teaching staff for career advancement and promotion
(D) To optimize institutional resources for achieving school-specific growth goals

19. In a SWOT analysis conducted by a school manager, an "Opportunity" is defined as an:
(A) External favorable factor that a school can leverage for institutional growth
(B) Internal positive attribute or core competence that gives the school a clear advantage over others
(C) Internal institutional constraint or deficit that severely hinders effective instructional delivery
(D) External environmental trend or threat that creates operational vulnerabilities for the school

20. Which of the following represents an internal factor in a SWOC (Strengths, Weaknesses, Opportunities, Challenges) analysis of an educational institution?
(A) Changing socio-demographic profile of the surrounding local community neighborhood
(B) Introduction of mandatory new statutory curriculum frameworks by the central examination board
(C) Presence of highly qualified and motivated teaching staff
(D) Availability of external local community foundation grants for upgrading school infrastructure

21. Which stage in the preparation of a school Institutional Plan immediately precedes the "Execution/Implementation" stage?
(A) Action planning and target setting
(B) Systematic evaluation of final educational outcomes and impact
(C) Comprehensive assessment of institutional needs and resource inventory
(D) Final administrative review and formal report presentation to board

22. Consider the following principles of timetable construction in a secondary school:
I. Principle of variety to prevent mental fatigue and monotony
II. Principle of play and rest to ensure physical well-being
III. Principle of maximum utilization of laboratory and physical resources
IV. Principle of assigning hard subjects continuously in the final periods of the school day
Which of the principles given above are correct and pedagogically sound?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

23. In school administration, which record is classified as a permanent cumulative record of a student's academic performance, administrative history, and progress throughout their stay in the institution?
(A) General Equipment and Supply Stock Register

Click Here to Buy book on Flipkart

(B) Cumulative Record Card (CRC)
(C) Daily Classroom Student Attendance Register
(D) Staff and Student Campus Movement Register

24. Under applicable government financial rules, which register is maintained to record the receipt, issue, and balance of durable physical assets like furniture, lab equipment, and computers?
(A) General Consumable Goods Stock Register
(B) Official Main Cash Book Register
(C) Non-Consumable Stock Register
(D) Office Contingent Expenditure Register

25. During a routine verification of school assets, the Principal finds that several science laboratory chemicals and stationeries have been used over the term, but the entry was made in the Non-Consumable Register instead of the Consumable Register. What administrative action should the Principal initiate to ensure compliance with financial accounting standards?
(A) Write off all the science laboratory items immediately as completely unserviceable store stock
(B) Deduct the total cost of all consumed laboratory supplies directly from the monthly salary of the assistant
(C) Order a comprehensive physical financial audit by an independent external private auditing agency immediately
(D) Reclassify entries to the Consumable Stock Register with proper write-off logs

26. What is the key distinction between educational "Inspection" and educational "Supervision"?
(A) Inspection focuses on compliance and fault-finding, while supervision focuses on instructional guidance.
(B) Inspection is strictly developmental and democratic in nature, whereas supervision is inherently autocratic and administrative.
(C) Inspection is conducted exclusively by internal teaching peers, while supervision is carried out only by external statutory bodies.
(D) Inspection is an ongoing and continuous institutional process, whereas supervision occurs strictly once every five academic years.

27. Which type of supervision aims at diagnosing classroom instructional weaknesses and helping teachers through collaborative planning, classroom observation, and immediate analytical feedback?
(A) Corrective Supervision
(B) Clinical Supervision
(C) Preventive Supervision
(D) Autocratic Supervision

28. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Creative supervision encourages teachers to experiment with innovative pedagogical approaches, tailored instructional strategies, and original learning material.
Reason (R): Creative supervision operates on the premise that teaching is a rigid, standardized process that requires strict adherence to prescribed scripted manuals.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. A supervisor notices that a newly appointed teacher struggles with classroom management during transition times between activities. The supervisor meets the teacher, anticipates potential classroom management problems in upcoming complex lessons, and helps design structured transitions in advance. This approach is an example of:
(A) Preventive Supervision
(B) Corrective Supervision
(C) Laissez-faire Supervision
(D) Retrospective Inspection

30. Which supervisory approach relies on mutual trust, shared decision-making, teacher empowerment, and professional autonomy?
(A) Bureaucratic Supervision
(B) Inspectional Supervision
(C) Democratic Supervision
(D) Authoritarian Supervision

31. The Trait Theory of leadership operates on which fundamental assumption?
(A) Leaders are made exclusively through systematic administrative behavioral conditioning and formal training

MCQGPT

programmes.
(B) Leadership effectiveness depends entirely and strictly upon the situational readiness and maturity level of followers.
(C) Leadership is purely an outcome of continuous transactional exchanges between executive leaders and organizational subordinates.
(D) Leaders possess inherent traits distinguishing them from non-leaders.

32. In the Ohio State Leadership Studies, two key dimensions of leader behavior were identified. What are these two dimensions?
(A) Employee-oriented and Production-oriented
(B) Concern for People and Concern for Task Execution
(C) Initiating Structure and Consideration
(D) Autocratic and Laissez-faire

33. Consider the following pairs of leadership styles and their core operational characteristics:
I. Autocratic Leadership - Dictates work methods and centralizes decision-making power
II. Democratic Leadership - Involves group members in decision-making and encourages participation
III. Laissez-faire Leadership - Gives group complete freedom to make decisions and complete work
IV. Paternalistic Leadership - Acts as a father figure, making decisions in perceived best interest of staff without consultation
Which of the above pairs are correctly matched?
(A) I and II only
(B) I, II and III only
(C) II and IV only
(D) I, II, III and IV

34. In Fiedler's Contingency Theory of Leadership, the favorableness of a leadership situation is determined by which three situational variables?
(A) Task difficulty, Subordinate intelligence, and Authority level
(B) Organizational climate, Environmental uncertainty, and Resource availability
(C) Directive behavior, Supportive behavior, and Achievement orientation
(D) Leader-member relations, Task structure, and Position power

35. According to Fred Fiedler's Contingency Model, task-oriented leaders perform most effectively under which conditions?
(A) In extreme (highly favorable or unfavorable) situations
(B) Under conditions of moderate situational control across all administrative departments
(C) Only when leader-member relations are extremely poor and institutional position power is low
(D) When organizational task structure is completely unstructured, chaotic, and highly ambiguous

36. According to the Hersey-Blanchard Situational Leadership Theory, if followers are "Unable and Unwilling/Insecure" (Readiness Level R1), which leadership style should the manager adopt?
(A) Selling / Coaching (S2 - High Task, High Relationship)
(B) Participating / Supporting (S3 - Low Task, High Relationship)
(C) Telling / Directing (S1 - High Task, Low Relationship)
(D) Delegating (S4 - Low Task, Low Relationship)

37. In the Hersey-Blanchard Situational Leadership model, when followers demonstrate high competence and high commitment/confidence (Readiness Level R4), the leader should adopt which style?
(A) S4 (Delegating)
(B) S1 (Telling)
(C) S2 (Selling)
(D) S3 (Participating)

MCQGPT

38. A Principal observes that a senior faculty member possesses high technical competence and extensive experience in pedagogical matters but currently exhibits low enthusiasm and confidence due to recent organizational changes. Applying the Hersey-Blanchard Situational Leadership model, which leadership style should the Principal employ with this faculty member?
(A) Directing (S1 - High Task, Low Relationship)
(B) Delegating (S4 - Low Task, Low Relationship)
(C) Coaching / Selling (S2 - High Task, High Relationship)
(D) Supporting / Participating (S3)

39. Transactional leadership relies primarily on which mechanism to influence followers?
(A) Inspiring a shared vision and fostering strong emotional connections among staff
(B) Contingent rewards and management-by-exception
(C) Providing continuous intellectual stimulation

and individualized staff consideration
(D) Empowering subordinates to distribute leadership roles and responsibilities autonomously

40. According to Bernard Bass, which of the following is NOT one of the "Four Is" of Transformational Leadership?
(A) Idealized Influence
(B) Inspirational Motivation
(C) Instrumental Control
(D) Individualized Consideration

41. Which leadership theory views leadership not as a position held by a single person, but as an emergent property of a group, shared across multiple informal and formal leaders within an institution?
(A) Fiedler's Contingency Model of Leadership
(B) Classical Trait Theory of Leadership
(C) House's Path-Goal Leadership Theory
(D) Distributed Leadership Theory

42. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Instructional leadership focuses directly on the core operations of teaching and learning, curriculum delivery, and the professional growth of teachers.
Reason (R): Instructional leaders spend most of their time exclusively on general financial routines and external public relations rather than visiting classrooms or analyzing student achievement data.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. In Abraham Maslow's Hierarchy of Needs theory, which need level becomes prominent immediately after basic safety and security needs are satisfied?
(A) Physiological and Basic Survival Needs
(B) Social and Belongingness Needs
(C) Esteem and Personal Status Needs
(D) Self-Actualization and Growth Needs

44. According to Frederick Herzberg's Two-Factor (Motivation-Hygiene) Theory, which of the following is classified as a "Motivator" (Intrinsic factor)?
(A) Physical working conditions and environmental factors
(B) Achievement and recognition
(C) Competitive salary packages and employee fringe benefits
(D) Institutional governance policy and administrative rules

45. Herzberg's Hygiene factors, if adequately provided in an educational institution, lead to:
(A) Prevention of job dissatisfaction
(B) High levels of sustained intrinsic work motivation across all departments
(C) Immediate attainment of complete self-actualization among teaching staff
(D) Total elimination of all non-programmed operational decision-making needs

46. According to Douglas McGregor's Theory X assumptions about human behavior at work, an average human being:
(A) Naturally views physical and mental work as play or rest under normal conditions
(B) Actively seeks responsibility and exercises self-direction under supportive conditions
(C) Dislikes work inherently and must be coerced and directed
(D) Is motivated primarily by high-level intrinsic self-actualization and growth needs

47. A Principal who operates under Theory Y assumptions regarding the teaching staff will most likely:
(A) Implement strict daily time-card logging and detailed step-by-step supervisory monitoring
(B) Rely exclusively on immediate punitive administrative actions and written formal warnings for delays
(C) Assume that teaching staff work solely and exclusively for financial compensation and salary increments
(D) Decentralize authority and involve teachers in planning

48. Consider the following components of Victor Vroom's Expectancy Theory of Motivation (Motivation Force = Expectancy × Instrumentality × Valence):
I. Expectancy - Belief that effort will lead to acceptable performance

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

II. Instrumentality - Belief that acceptable performance will lead to a specific outcome/ reward
III. Valence - The value or importance an individual places on the expected outcome/ reward

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

49. In Vroom's Expectancy Theory, if a teacher believes that working extra hours will NOT improve student outcomes due to lack of basic resources, which variable is zero or near zero?
(A) Valence
(B) Expectancy
(C) Instrumentality
(D) Hygiene factor

50. In organizational communication, noise that arises from cultural differences, ambiguous terminology, or jargon used by the sender is categorized as:
(A) Physical noise
(B) Psychological noise
(C) Physiological noise
(D) Semantic noise

51. Which communication direction is primarily represented when a Principal issues an official circular outlining statutory rules and duty rosters to all teaching staff?
(A) Downward Communication
(B) Upward Communication
(C) Horizontal / Lateral Communication
(D) Diagonal Communication

52. What is an informal, unofficial communication network within an organization, which thrives on social interactions and personal channels, commonly called?
(A) Formal Hierarchy
(B) Upward Feedback Loop
(C) The Grapevine
(D) Official Chain of Command

53. A departmental head discovers that miscommunication between teachers of Mathematics and Science has led to scheduling conflicts for computer lab usage. To solve this, the Principal brings both teachers together, facilitates an open dialog, encourages active listening, and establishes a shared online reservation calendar. Which conflict resolution mechanism did the Principal utilize?
(A) Collaboration
(B) Avoidance / Withdrawal
(C) Dominance / Competing style
(D) Smoothing / Accommodation mode

MCQGPT

54. In the Thomas-Kilmann Conflict Mode Instrument, which style is characterized by high assertiveness and low cooperativeness, where one party attempts to win at the expense of the other?
(A) Accommodating
(B) Compromising
(C) Avoiding
(D) Competing

55. The Thomas-Kilmann conflict mode that involves moderate assertiveness and moderate cooperativeness, aimed at finding an expedient, mutually acceptable middle-ground solution, is:
(A) Collaborating
(B) Compromising
(C) Avoiding
(D) Accommodating

56. According to Kurt Lewin's Three-Stage Change Model, what are the sequential stages of organizational change?
(A) Systematic Planning, Operational Executing, and Reviewing
(B) Problem Diagnosis, Targeted Intervention, and System Stabilization
(C) Unfreezing, Changing, Refreezing
(D) Needs Analysis, Instructional Design, and Outcome Evaluation

57. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Resistance to change among teaching staff is a common natural phenomenon when new administrative or pedagogical technologies are introduced.
Reason (R): Resistance often stems from fear of the unknown, perceived threat to professional status, lack of training, and discomfort with habit disruption.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. In organizational development, an individual who actively leads, facilitates, and manages the implementation of change initiatives within a school is termed a:
(A) Change Agent
(B) Resource Allocator
(C) Bureaucratic Supervisor
(D) Gatekeeper

59. Total Quality Management (TQM) in educational administration emphasizes continuous process improvement. Who among the following management pioneers is best known for introducing the "PDCA (Plan-Do-Check-Act) Cycle"?
(A) Joseph Juran
(B) W. E. Deming
(C) Philip Crosby
(D) Kaoru Ishikawa

60. What is the fundamental focus of "Quality Assurance" in an educational institution?
(A) Inspecting finished educational outcomes at the end of the academic year to catch failures
(B) Establishing proactive systemic processes to prevent quality defects
(C) Penalizing low-performing teaching staff members through strict financial salary deductions
(D) Maintaining high physical facility infrastructure regardless of actual classroom teaching quality

61. Which Japanese concept, integral to Total Quality Management (TQM), focuses on small, continuous, incremental improvements involving all employees?
(A) Kaizen
(B) Kanban
(C) Poka-Yoke
(D) Just-In-Time

62. Which of the following features distinguish a "School Culture" from a "School Climate"?
I. School climate refers to the current atmosphere, feelings, and perceptions of safety/support held by students and staff.
II. School culture represents the deeply embedded values, beliefs, traditions, and norms shared over time.
III. School climate can change relatively quickly in response to immediate leadership actions or environmental shifts.
IV. School culture is highly enduring and resistant to rapid change.
Select the correct answer using the code given below:
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

63. Under statutory provisions for school governance, every non-minority government and aided school must constitute a School Management Committee (SMC). What minimum percentage of SMC members must be parents or guardians of children studying in the school?
(A) 33%
(B) 50%
(C) 66%
(D) 75%

64. As per statutory provisions under school management guidelines, what proportion of the parent members in a School Management Committee (SMC) must be women?
(A) At least 25%
(B) At least 33%
(C) At least 50%
(D) At least 75%

65. Which of the following is NOT a mandatory statutory function of a School Management Committee (SMC)?
(A) Monitor the working of the school
(B) Appoint and dismiss permanent government school teachers directly
(C) Prepare and recommend the School Development Plan (SDP)
(D) Monitor the utilization of grants received from the appropriate Government or local authority

66. In the context of performance management of staff in public schools, what does APAR stand for?
(A) Annual Performance Assessment Record
(B) Assessment of Academic Progress and Review
(C) Annual Personnel Accountability Register
(D) Annual Performance Appraisal Report

Click Here to Buy book on Amazon

67. A Principal receives complaints that a teacher routinely arrives late to class, neglects duty rosters, and displays aggressive behavior toward colleagues. The Principal initiates informal counseling sessions, maintains documented incident logs, issues formal operational guidance, and monitors performance over three months before reflecting these observations objectively in the Annual Performance Appraisal Report (APAR). This administrative process demonstrates:
(A) Due process and objective appraisal
(B) Exercise of arbitrary administrative power without procedural justification
(C) Unlawful workplace harassment of public employees under service rules
(D) Complete failure of non-programmed decision-making in supervision

68. Which performance appraisal technique involves gathering performance feedback from multiple sources, including supervisors, peers, self-evaluations, and lower-tier staff?
(A) Critical Incident Method
(B) Graphic Rating Scale
(C) 360-Degree Feedback
(D) Forced Choice Distribution

69. Which type of organizational structure in educational management is characterized by a clear chain of command running from top management down to lower levels, where every position has a distinct superior and clear line authority?
(A) Line Organization
(B) Matrix Structure
(C) Network Structure
(D) Adhoc project structure

70. What is a key disadvantage of a pure "Functional Structure" in school administration?
(A) Total lack of functional specialization among teaching and administrative staff
(B) Unnecessary high duplication of material resources across independent departments
(C) Complete structural absence of clear administrative authority and hierarchy
(D) "Silo mentality" prioritizing department goals over school mission

71. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Effective delegation of administrative work empowers middle-level educational managers, such as Vice-Principals and Academic Coordinators, boosting organizational morale.
Reason (R): Delegation relieves top management of routine tactical duties, allowing them to focus on strategic planning and policy execution.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

72. Which term describes the maximum number of subordinates or departments that an administrative head can effectively control, direct, and supervise?
(A) Chain of Command
(B) Unity of Command
(C) Span of Control
(D) Scalar Chain / Hierarchy

73. According to Henri Fayol's 14 principles of management, the principle of "Unity of Command" states that:
(A) All organizational employees should work together as a single unified group.
(B) Overarching organizational goals must always supersede individual personal goals.
(C) Strategic authority and operational responsibility must be centralized at all times.
(D) An employee receives orders from only one direct superior.

74. Which management principle is violated when a Vice-Principal overrides instructions given by the Principal directly to a teacher, creating conflicting directions for the teacher?
(A) Unity of Command
(B) Scalar Chain
(C) Division of Work / Specialization
(D) Remuneration

75. In educational supervision, what is the core objective of "Academic Mentoring"?
(A) Subjecting teaching staff to strict formal annual performance grading for promotion
(B) Providing guidance and support to improve instructional practice
(C) Systematically inspecting routine school

MCQGPT

registers for clerical error detection
(D) Conducting formal disciplinary inquiries into employee service rule infractions

76. Consider the following statements regarding the role of a Principal as an "Agent of Accountability" in public institutions:
I. Accountability in public school administration involves transparency in the utilization of public funds and government grants.
II. A Principal is accountable to external stakeholders (parents, education department, community) as well as internal stakeholders (students, staff).
III. Public accountability applies only to academic achievements and excludes administrative, financial, or infrastructural compliance.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

77. Under General Financial Rules (GFR), which financial document records all daily transactions involving cash received and disbursed by a government institution?
(A) Cash Book
(B) Ledger Account
(C) Contingency Register
(D) Bank Reconciliation Statement

78. What is the fundamental purpose of conducting a "Bank Reconciliation Statement" (BRS) periodically in school financial management?
(A) To systematically verify the physical existence of capital assets in the school science lab
(B) To accurately prepare the annual financial salary statement for employee income tax deductions
(C) To reconcile cash book balances with bank passbook records
(D) To evaluate the overall physical infrastructure and market value of school capital property

79. In the context of school timetable preparation, the term "Zero Period" generally refers to:
(A) A designated non-instructional period reserved exclusively for teacher lunch breaks and rest
(B) A routine period where student attendance is intentionally not taken in school registers
(C) A cancelled instructional class resulting directly from unscheduled teacher absence
(D) A slot before formal classes for assembly or remedial activities

80. Which type of educational record tracks daily student attendance and serves as a statutory requirement for calculating attendance percentages for public examination eligibility?
(A) Cumulative Record Card
(B) Class Student Attendance Register
(C) Admission and Withdrawal Register
(D) Visitor Book

81. A Principal observes that several teachers experience high burnout and fatigue due to uneven distribution of non-teaching administrative tasks (such as examination coordination, mid-day meal monitoring, and committee duties). The Principal conducts a workload analysis, redistributes duties equitably using a transparent rotational matrix, and establishes designated quiet planning hours. This administrative intervention primarily reflects effective:
(A) Conflict avoidance and administrative withdrawal tactics
(B) Human resource management
(C) Inspectional control and regulatory supervision mechanisms
(D) Bureaucratic centralization of institutional decision authority

82. Which leadership theory, developed by Robert House, suggests that a leader's function is to clarify paths, clear roadblocks, and provide rewards to help subordinates achieve organizational goals?
(A) Fiedler's Contingency Model
(B) Leader-Member Exchange (LMX) Theory
(C) Great Man Theory
(D) Path-Goal Leadership Theory

83. In House's Path-Goal Theory, which leader behavior is most appropriate when subordinates are performing ambiguous, complex, or unstructured tasks?
(A) Directive Leadership
(B) Supportive Leadership
(C) Participative Leadership
(D) Achievement-Oriented Leadership

84. Which term describes the informal network of relationships, shared social norms, and personal

Downloaded from www.pdf.tube

bonds that spontaneously develop among school staff outside the formal administrative chart?
(A) Formal administrative structure
(B) Matrix organizational model
(C) Informal structure
(D) Classic bureaucratic structure

85. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Institutional planning fosters a sense of ownership, collective responsibility, and commitment among teachers and local community members.
Reason (R): Institutional planning is a bottom-up approach where goals are set democratically by school stakeholders based on local needs rather than purely top-down directives.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which theory of management, developed by Max Weber, emphasizes clear hierarchy, formal rules, detailed record-keeping, impersonality, and division of labor?
(A) Administrative Management Theory
(B) Human Relations Theory
(C) Contingency Theory
(D) Bureaucratic Management Theory

87. The famous "Hawthorne Studies", conducted by Elton Mayo and his colleagues, laid the groundwork for which school of management thought?
(A) Scientific Management School
(B) Human Relations School
(C) Classical Administrative School
(D) Systems Approach School

88. In the context of Total Quality Management (TQM) in schools, who are considered the "Internal Customers"?
(A) District educational officers, regional authorities, and statutory school inspectors
(B) Local business vendors, commercial suppliers, and infrastructure contractors
(C) Students, teachers, and staff
(D) External future corporate employers and higher education universities

89. Which organizational management tool uses a cause-and-effect diagram (also called a Fishbone diagram) to identify root causes of systemic operational problems?
(A) Gantt Chart
(B) Pareto Chart
(C) PERT Network Analysis
(D) Ishikawa Diagram

90. According to the Pareto Principle (80/20 Rule) applied to educational administration:
(A) 80% of problems stem from 20% of critical causes
(B) Exactly 80% of the institutional operational budget must be allocated to 20% of senior staff salaries
(C) 80% of instructional school time should be spent on administrative tasks and only 20% on classroom teaching
(D) 80% of enrolled school students require specialized individual education interventions and custom plans

MCQGPT

91. In Hersey and Blanchard's Situational Leadership Model, "Follower Readiness" (or Maturity) is defined as a combination of which two elements?
(A) Cognitive intelligence level and chronological age profile
(B) Competence and commitment
(C) Total years of job experience and base financial salary level
(D) Formal educational qualification level and assigned position authority

92. Which of the following factors contribute to building a positive and supportive "School Climate"?
I. Clear, fair, and consistently enforced school rules
II. Physical safety, cleanliness, and functional classroom environment
III. Open communication channels between leadership, teachers, and students
IV. Authoritarian decision-making without consulting stakeholders
Select the correct answer using the code given below:
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

93. Under standard educational administration regulations, which authority holds primary responsibility for institutional administration and regulatory compliance in a recognized government school?
(A) The Principal under the Directorate of Education
(B) The Executive Committee of the local Parent-Teacher Association
(C) The elected representatives of the institutional Student Council
(D) The statutory elected Local Municipal Ward Area Councillor

94. What is the main objective of conducting "Staff Development Programmes" (In-service Training) in school administration?
(A) To fulfil routine statutory annual attendance targets mandated for administrative regulatory audits
(B) To prepare internal teaching staff for immediate mandatory administrative transfer to other government departments
(C) To update pedagogical skills and professional competencies
(D) To strategically reduce the total required number of active working days in an official academic calendar

95. In change management models, what does the term "Refreezing" entail?
(A) Creating a powerful administrative driving force to dismantle the existing institutional status quo
(B) Temporarily halting and freezing all routine administrative operational processes during an organizational crisis
(C) Formally rejecting newly introduced technological innovations immediately following preliminary pilot testing
(D) Embedding new changes into organizational routines

96. Which leadership style is focused primarily on setting high performance standards, expecting excellence, and leading by personal example, but risks overwhelming followers if overused?
(A) Affiliative Leadership Approach
(B) Democratic Leadership Style
(C) Pacesetting Leadership Style
(D) Coaching Leadership Style

97. During a major curricular revision mandated by the educational department, a school Principal establishes departmental review groups, provides needed training workshops, addresses teachers' anxieties, and actively monitors class trial phases. In the framework of organizational change management, what role is the Principal fulfilling?
(A) Passive Observer
(B) Change Agent
(C) Traditional Inspector
(D) External Auditor

98. Which of the following is an example of an "Upward Communication" channel in a school organizational structure?
(A) Official circulars and statutory notices posted publicly on the main school notice board
(B) Policy guidelines and administrative directives issued by the Principal during annual staff meetings
(C) Official binding directives sent directly from the Directorate of Education to the local school head
(D) Teacher feedback and petitions submitted to the Principal

99. Which principle of organizational structure asserts that every task necessary to achieve institutional objectives must be assigned to a specific role, leaving no ambiguous accountability gaps?
(A) Principle of Clear Responsibility
(B) Principle of Span of Management Control
(C) Principle of Structural Flexibility
(D) Principle of Administrative Centralization

100. In Douglas McGregor's framework, Theory X managers tend to exercise which type of leadership style?
(A) Democratic / Participative
(B) Laissez-faire / Free-rein
(C) Autocratic / Authoritarian
(D) Transformational / Visionary

101. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Distributed leadership in schools leads to enhanced collective efficacy and sustainable school improvement.
Reason (R): Distributed leadership redistributes instructional responsibility across subject heads, senior teachers, and teams rather than centralizing all decision-making in the Principal

Click Here to Buy book on Flipkart

alone.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

102. Which type of decision-making technique relies on a structured, multi-round survey of independent experts to reach a consensus on complex long-term educational policies without face-to-face confrontation?
(A) Brainstorming
(B) Nominal Group Technique
(C) Force Field Analysis
(D) Delphi Technique

103. In Kurt Lewin's Force Field Analysis, organizational change occurs when:
(A) Restraining forces significantly outweigh and suppress driving forces across the institution
(B) Driving forces overcome restraining forces
(C) Both driving and restraining forces within the organization are completely and permanently eliminated
(D) Restraining forces remain totally static and unchallenged while leadership authority is centralized

104. In educational management, what is the primary purpose of maintaining a "Service Book" for every government school employee?
(A) To record daily classroom lesson plans, instructional strategies, and pedagogical achievements
(B) To serve as the official record of an employee's service career
(C) To record daily physical employee attendance signed every morning upon arrival at the school office
(D) To maintain detailed inventory records of all technical equipment issued from the school store

105. Under standard government rules, who is the custodian of the Service Books of government school staff?
(A) The individual employee working in the school
(B) The Parent-Teacher Association President
(C) The local Treasury Office authority
(D) The Head of Office / Principal

106. In school accounting, what is an "Audit Para" (Audit Objection)?
(A) An objection by auditors regarding financial or procedural lapses
(B) A formal written commendation issued by statutory internal auditors for flawless financial management
(C) An annual recurring capital grant sanctioned by the state government for school infrastructure maintenance
(D) A detailed summary list of individual tax deductions submitted annually by public school teachers

107. Which of the following is considered a primary human relations function of an educational leader?
(A) Preparing comprehensive financial trial balances and annual ledger accounts
(B) Building trust and resolving staff conflicts
(C) Maintaining physical stock ledgers and verifying asset inventories regularly
(D) Drafting official examination answer keys and grading evaluation rubrics

108. Consider the following statements regarding "Transformational Leadership":
I. Transformational leaders inspire followers to transcend their own self-interests for the higher good of the organization.
II. Transformational leaders rely primarily on contractual exchanges, monetary rewards, and disciplinary threats.
III. Transformational leaders provide intellectual stimulation and individual consideration to staff members.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

109. What is the core focus of "Clinical Supervision" developed by Goldhammer and Cogan?
(A) An observational feedback cycle to improve teaching performance
(B) Assessing teacher physical fitness, medical health records, and overall physical wellness
(C) Conducting surprise administrative inspections of physical school infrastructure and grounds
(D) Evaluating non-teaching administrative and

Downloaded from www.pdf.tube

secretarial support staff annual performance

110. Which stage of Clinical Supervision immediately follows the "Classroom Observation" stage?
(A) Pre-observation Conference
(B) Post-observation Analysis
(C) Post-observation Conference
(D) Final Performance Rating Entry

111. Which term describes the systematic effort to evaluate the effectiveness and efficiency of an educational program against predefined institutional objectives?
(A) Educational Assessment
(B) Resource Allocating
(C) Systemic Delegation
(D) Program Evaluation

112. A Principal notices that student performance in Grade X Board examinations in Mathematics has been declining over the last three years. The Principal convenes the Mathematics department, analyzes item-wise diagnostic data, arranges targeted subject workshops for teachers, and introduces weekly remedial classes for struggling students. This multi-pronged action by the Principal demonstrates:
(A) Routine programmed financial decision-making under government accounting rules
(B) Purely traditional inspectional governance focused on administrative compliance
(C) Instructional leadership and data-driven intervention
(D) Unstructured laissez-faire supervision allowing staff complete operational autonomy

113. In the context of school management, what does "SWOC Analysis" stand for?
(A) Systems, Workflows, Operational Controls, and Costs
(B) Strengths, Weaknesses, Opportunities, Challenges
(C) Standards, Wisdom, Objectives, Competencies
(D) Staffing, Workload, Organization, Communication

114. Which leadership grid, developed by Robert Blake and Jane Mouton, categorizes managerial styles based on "Concern for People" and "Concern for Production"?
(A) Situational Leadership Grid
(B) Contingency Matrix
(C) Path-Goal Framework
(D) Managerial Grid

115. On Blake and Mouton's Managerial Grid, a leadership style characterized by high concern for people (9) and low concern for production (1) is designated as:
(A) Country Club Management (1,9)
(B) Impoverished Management (1,1)
(C) Authority-Compliance Management (9,1)
(D) Team Management (9,9)

116. On Blake and Mouton's Managerial Grid, "Team Management" representing high concern for people (9) and high concern for production (9) is located at which coordinate?
(A) (1,1)
(B) (5,5)
(C) (9,9)
(D) (9,1)

117. What is the key limitation of "Trait Theories" of leadership?
(A) They ignore situational context and cannot explain situational differences
(B) They focus exclusively on follower behavioral patterns while neglecting core leader characteristics
(C) They are strictly applicable only to non-profit public educational organizations and institutions
(D) They focus solely and exclusively on financial compensation incentives and direct material rewards

MCQGPT

118. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): Total Quality Management (TQM) in education requires a paradigm shift from reliance on end-of-process inspection to continuous process control and systemic prevention of defects.
Reason (R): Quality in education is determined solely by student final examination scores and is unaffected by instructional processes, school climate, or leadership behavior.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

119. Which school management record holds the formal minutes, decisions, and resolutions passed during official meetings of the School Management Committee (SMC)?
(A) Visitor Book
(B) SMC Minute Book
(C) Service Register
(D) Stock Register

120. In public institutional administration, what does the principle of "Transparency" mandate?
(A) Keeping all institutional administrative decisions completely confidential from the general public
(B) Allowing external private corporate organizations to direct internal school curriculum decisions
(C) Making organizational records and decisions open to stakeholder review
(D) Transferring financial management authority entirely to external non-governmental organizations

121. In communication theory, when a receiver interprets a message based on their personal biases, past experiences, and emotional state rather than the objective text, this process is known as:
(A) Encoding
(B) Channel Selection
(C) Environmental Transmission Noise
(D) Selective Perception

122. Which of the following is an example of horizontal (lateral) communication in a school?
(A) Peer discussion on interdisciplinary lesson plans across departments
(B) Principal issuing official administrative instructions directly to a Vice-Principal
(C) Primary teacher submitting a formal leave application to the institutional Head of Office
(D) Directorate of Education issuing statutory policy circulars to all school principals

123. Which of the following are recognized barriers to effective communication within an educational institution?
I. Filtering of information by intermediate hierarchical levels
II. Information overload on teachers and administrators
III. Semantic ambiguities and unclear terminology
IV. Open-door communication policies maintained by leadership
Select the correct answer using the code given below:
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

124. Which type of conflict management strategy involves downplaying differences and emphasizing common interests to maintain harmony, even if the underlying issue remains unresolved?
(A) Competing style
(B) Accommodating
(C) Collaborating approach
(D) Avoiding tactic

125. What is the primary characteristic of "Distributed Leadership" in secondary schools?
(A) Leadership is shared across formal and informal school leaders
(B) Leadership duties are exercised exclusively and rigidly by external district educational inspectors
(C) Leadership authority is concentrated solely and strictly in the hands of the Principal and Vice-Principal
(D) Leadership is functionally abolished, leaving staff to operate completely without administrative coordination

126. Which management thinker introduced the distinction between "Hygiene Factors" and "Motivators"?
(A) Abraham Maslow
(B) Victor Vroom
(C) Frederick Herzberg
(D) David McClelland

127. According to David McClelland's Acquired Needs Theory, which three human needs drive individual behavior in organizational settings?
(A) Need for Physical Safety, Need for Belonging, and Need for Social Esteem
(B) Need for Hygiene Factors, Need for Personal Growth, and Need for Existence
(C) Need for Autonomy, Need for Skill Mastery, and Need for Institutional Purpose
(D) Achievement, Affiliation, and Power needs

128. A Principal observes that a senior administrative staff member performs routine task management exceptionally well when clear rules exist, but

Click Here to Buy book on Amazon

avoids taking personal responsibility for non-standard operational decisions due to fear of criticism. In terms of McClelland's needs, this staff member exhibits a low need for:
(A) Affiliation
(B) Institutional Power
(C) Achievement
(D) Job Security

129. What is the primary function of a "School Development Plan" (SDP) prepared under statutory provisions?
(A) To record daily classroom physical attendance of all enrolled students and teaching staff members
(B) To plan overall institutional growth and infrastructure over three years
(C) To determine individual annual salary increments and performance bonuses for public school teachers
(D) To track daily health and medical records of all enrolled school students in the health dispensary

130. Which financial rule in public administration dictates that an administrator must exercise the same vigilance in respect of expenditure incurred from public moneys as a person of ordinary prudence would exercise in respect of expenditure of his own money?
(A) Principle of Delegation
(B) Doctrine of Sovereign Administrative Immunity
(C) Rule of Budgetary Overrun
(D) Canons of Financial Propriety

131. In the context of school management, "Action Research" conducted by a teacher or administrator refers to:
(A) Practitioner-led research to solve immediate local school problems
(B) Fundamental theoretical academic research published in peer-reviewed international university journals
(C) Large-scale national demographic and socio-economic statistical surveys conducted by the government
(D) Psychometric and technical quality testing of scientific laboratory equipment and apparatus

132. What is the main objective of establishing a "Parent-Teacher Association" (PTA) in a school?
(A) To direct teacher appointments, service conditions, and administrative salary structures directly
(B) To completely replace the statutory governance functions of the elected School Management Committee
(C) To foster cooperation between parents and staff for student development
(D) To independently manage the official school bank account directly without government financial audit

133. Which leadership approach emphasizes ethical behavior, servant leadership, authenticity, and prioritizing the professional growth and well-being of followers over personal authority?
(A) Servant Leadership
(B) Autocratic Leadership
(C) Transactional Leadership
(D) Pacesetting Leadership

134. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R):
Assertion (A): High teacher turnover and absenteeism are often strong indicators of a toxic or unsupportive school climate.
Reason (R): School climate influences teacher job satisfaction, organizational commitment, stress levels, and overall morale.
In the light of the above statements, choose the correct answer:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

135. Which register maintained in a school office records all formal incoming official communications and correspondence received from external departments?
(A) Issue Register / Dispatch Register
(B) Diary Register / Inward Register
(C) Contingent Register
(D) Asset Ledger

136. Which register is used to maintain official logs of outgoing correspondence dispatched from the school to external offices or stakeholders?
(A) Inward Register
(B) Daily Attendance Register
(C) Dispatch Register
(D) Employee Service Register

MCQGPT

137. In organizational behavior, the phenomenon where group members conform to a consensus opinion without critical evaluation, suppressing dissenting views, is termed:
(A) Group Polarization
(B) Social Loafing
(C) Brainstorming
(D) Groupthink

138. What is the fundamental focus of "Pedagogical Leadership" exercised by a school Head?
(A) Improving instruction, assessment, and learning environments
(B) Directing physical security operations and facility safety protocols of the building
(C) Managing legal disputes and court litigations involving government agency contracts
(D) Processing routine pension files and retirement gratuity benefits of retiring employees

139. Which of the following is considered an intrinsic motivator for school teachers?
(A) Annual salary scale revisions and automatic grade pay enhancements
(B) Sense of professional mastery and student learning success
(C) Provision of official free transport allowance and commuting subsidies
(D) Guaranteed provision of reserved executive office parking spaces on campus

140. In school management, the process of systematically comparing one's institutional processes and performance metrics against top-performing peer schools to identify quality gaps is called:
(A) Continuous Inspection
(B) Benchmarking
(C) Downsizing
(D) Re-engineering

141. Under standard school governance regulations, what is the mandatory minimum frequency for convening ordinary meetings of the School Management Committee (SMC)?
(A) At least once every month
(B) At least once every calendar week during active academic sessions
(C) At least once every academic year during the annual general meeting
(D) At least once every three years during tenure reconstitution phases

142. A Principal receives an official report indicating that physical stock verification of the school science laboratory revealed a shortfall of several items due to improper recording by the storekeeper over two academic terms. The Principal sets up an internal investigation committee, calls for an explanation from the storekeeper, and orders reconciliation of stock logs under GFR provisions. This managerial action falls under which core function?
(A) Instructional leadership and curriculum enhancement
(B) External public relations and community stakeholder outreach
(C) Supervisory control and financial propriety
(D) Non-formal community participation and parent engagement initiatives

143. Which management theory suggests that there is "no single best way" to lead or manage an organization, and that optimal administrative action depends on internal and external environmental contingencies?
(A) Classical Administrative Theory
(B) Scientific Management Theory
(C) Universalist Theory
(D) Contingency Theory

144. Which tool is widely used in school project management to visually schedule activities, showing start dates, duration, and completion targets across a timeline?
(A) Fishbone Diagram
(B) Flowchart
(C) Gantt Chart
(D) Pie Chart

145. What is "Job Enrichment" as a motivational and staff development strategy?
(A) Assigning more routine administrative tasks of the exact same difficulty level to an employee
(B) Redesigning jobs for greater autonomy and achievement
(C) Increasing financial salary compensation without making any changes to job responsibilities
(D) Rotating an employee continuously through different departments at the exact same skill level

146. How does "Job Enlargement" differ from "Job Enrichment"?
(A) Job enlargement automatically increases

Downloaded from www.pdf.tube

financial salary, whereas job enrichment increases official holiday leave allocation
(B) Job enlargement applies exclusively to administrative support staff, while job enrichment applies only to classroom teaching staff
(C) Job enlargement systematically removes routine operational tasks, while job enrichment continuously adds complex administrative tasks
(D) Job enlargement adds similar tasks horizontally; job enrichment adds responsibility vertically

147. Which style of supervision is characterized by strict adherence to regulatory checklists, administrative rules, and formal mandates, with minimal focus on human relationships or professional development?
(A) Bureaucratic Supervision
(B) Democratic Supervision
(C) Clinical Supervision and Mentoring
(D) Creative and Innovative Supervision

148. What is the ultimate objective of "Change Management" in an educational institution?
(A) To keep changing operational policies constantly so that school staff remain under continuous pressure
(B) To permanently eliminate the formal administrative structure and managerial hierarchy of the school completely
(C) To ensure smooth transition and achieve institutional objectives
(D) To drastically reduce the total number of qualified teachers required in routine daily school operations

149. Under the Right to Information (RTI) Act, 2005, every public authority is required to designate which official to process information requests from citizens?
(A) Public Information Officer (PIO)
(B) School Security In-charge officer
(C) Elected Student Council President
(D) Parent-Teacher Association Treasurer

150. Which managerial role is the Principal fulfilling when representing the school at an official district-level educational conference, presenting the institution's achievements and policy compliance to administrative authorities?
(A) Entrepreneur
(B) Disturbance Handler
(C) Resource Allocator
(D) Spokesperson

****

MCQGPT

ANSWERS

1. (B) Co-ordinating
The acronym POSDCORB represents the fundamental functions of management formulated in administrative theory. In this classic framework, the letter C stands for co-ordinating, which involves the crucial administrative task of interrelating and harmonizing various parts, departments, and operational processes of an organization to ensure smooth collective functioning and target achievement.

2. (D) Primary focus on non-monetary human development outcomes and socio-pedagogical goals
Educational management differs fundamentally from standard commercial business administration due to its primary objective. While business management centers on financial profits, market share, and material outputs, educational management prioritizes non-monetary human development, holistic student growth, character formation, and broader socio-pedagogical goals through structured teaching, learning, and community engagement.

3. (A) Both A and R are true and R is the correct explanation of A
Strategic administrative advancement in educational institutions shifts managerial skill requirements. As leaders transition from lower-level operational positions to executive governance, technical instructional tasks diminish in priority. Top administrators rely heavily on conceptual skills to perform systemic strategic planning, policy formulation, and holistic problem-solving, rendering the explanation completely valid for the stated shift.

4. (C) Figurehead
In Henry Mintzberg's managerial role framework, interpersonal roles emerge directly from formal authority. Participating in ceremonial duties, such as presiding over annual sports events or presenting institutional awards, exemplifies the figurehead role. As a figurehead, an administrator serves as a symbolic representative performing legal, social, and ceremonial duties required by the organization.

5. (A) Monitor
Henry Mintzberg categorized managerial roles into interpersonal, informational, and decisional domains. Within the informational category, the monitor role involves actively seeking, receiving, and gathering environmental and organizational information. Managers continuously scan internal operations and external environments to maintain comprehensive situational awareness, evaluate organizational health, and identify potential operational challenges or emerging institutional opportunities.

6. (D) Liaison
Mintzberg defined the liaison role as an essential interpersonal function involving network building beyond the immediate vertical chain of command. When an administrative leader interacts, collaborates, and maintains horizontal channels with external organizations, government directorates, municipal authorities, and community groups, they actively execute the liaison role to secure resources, support, and mutual cooperation.

7. (D) I, II and III
Mintzberg's decisional framework comprises four essential roles: entrepreneur, disturbance handler, resource allocator, and negotiator. The entrepreneur role drives innovation and controlled organizational change, the disturbance handler manages unexpected operational crises, and the negotiator bargains with internal and external parties. Therefore, all three listed descriptions accurately define their respective managerial decisional functions.

8. (C) Equally across all organizational managerial levels
According to Robert Katz's skill-mix framework, management requires technical, human, and conceptual skills. Technical skills are crucial at lower levels, while conceptual skills dominate upper levels. However, human or interpersonal skills—involving effective communication, empathy, motivation, and collaboration—are required equally across all organizational management tiers because leaders must interact effectively with people.

Click Here to Buy book on Flipkart

9. (D) Frederick Taylor
Scientific Management was pioneered by Frederick Winslow Taylor in the early twentieth century. His scientific approach focused on optimizing workplace efficiency, reducing wasted movement through rigorous time-and-motion studies, standardizing equipment and work methods, and implementing task specialization. Taylor aimed to maximize productivity and economic efficiency through systematic analysis and scientific engineering of operational tasks.

10. (A) Disturbance Handler
The disturbance handler role in Mintzberg's framework involves reacting immediately to unanticipated organizational disruptions, internal interpersonal friction, or sudden operational deadlocks. When an administrator intervenes in active conflicts between department heads, mediates compromises, and restores smooth workplace functioning, they are performing the crucial decisional role of a disturbance handler.

11. (B) Managing an unprecedented crisis like earthquake structural damage
Non-programmed decisions handle novel, unstructured, complex, or unexpected situations that lack standardized procedures or historical precedents. Managing an unprecedented crisis, such as structural damage from a major natural disaster, requires creative problem-solving, strategic judgement, and custom decision-making tailored to unique emergency conditions, unlike routine administrative matters governed by pre-established rules.

12. (A) I, II, III, IV
Systematic decision-making follows a logical, sequential structure to ensure sound administrative choices. The process begins with identifying and diagnosing the problem, followed by generating alternative solutions. Next, decision-makers evaluate these options against relevant criteria to choose the optimal solution. Finally, the chosen strategy is implemented, accompanied by feedback tracking to measure success.

13. (A) Problem-solving closes an existing gap, while decision-making chooses among alternatives.
Problem-solving and decision-making represent related yet distinct administrative processes. Problem-solving is diagnostic and analytical, focusing on identifying the root causes of performance gaps and generating workable solutions to eliminate deficits. Conversely, decision-making is evaluative, centering on analyzing multiple available alternatives and selecting the most appropriate course of action to achieve organizational targets.

14. (C) Delegated authority must match assigned responsibility.
The principle of parity between authority and responsibility dictates that the rights and powers delegated to an individual must correspond directly to the duties assigned. Granting responsibility without adequate authority leads to administrative frustration and inefficiency, while providing authority without proportional responsibility encourages misuse of power. Effective management requires an exact balance between both components.

MCQGPT

15. (A) Both A and R are true and R is the correct explanation of A
Delegation involves granting authority and operational duties to subordinates while retaining ultimate accountability. An administrator cannot abdicate final responsibility; although routine tasks and decisions are delegated to subordinate managers or coordinators, the top leader remains fully accountable to governing bodies and external authorities for all outcomes, validating the reasoning provided.

16. (C) "I can do it better myself" attitude and fear of losing control
Psychological barriers within managers often hinder effective administrative delegation. A prominent psychological obstacle is the cognitive bias that the leader can perform tasks superiorly, coupled with an underlying anxiety of relinquishing control. This mindset creates reluctance to delegate, causing managerial workload saturation, reduced trust in staff capability, and constrained organizational growth.

17. (B) Quadrant II (Schedule / Plan)
In Dwight Eisenhower's time management framework, activities are categorized by urgency and importance. Quadrant II encompasses tasks that are highly important for long-term institutional success but lack immediate urgency, such as strategic planning, preventive maintenance, continuous staff development, and relationship building. Proactive administrative

management focuses heavily on scheduling and prioritizing Quadrant II tasks.

18. (D) To optimize institutional resources for achieving school-specific growth goals
Institutional planning is a localized, decentralized operational planning process designed to identify specific institutional needs and priorities. The primary objective is to maximize the efficient utilization of available physical, human, financial, and instructional resources, thereby systematically fostering continuous school improvement, academic excellence, and tailored organizational growth aligned with institutional vision.

19. (A) External favorable factor that a school can leverage for institutional growth
In strategic SWOT planning frameworks, opportunities represent external conditions, trends, or developments within the surrounding environment that an organization can exploit to its advantage. These favorable external factors, such as emerging government schemes, community partnerships, or technological advancements, enable institutions to expand capabilities, improve service delivery, and enhance overall organizational effectiveness.

20. (C) Presence of highly qualified and motivated teaching staff
Strategic SWOC analysis categorizes organizational attributes into internal factors (strengths and weaknesses) and external factors (opportunities and challenges). Internal factors are directly controllable conditions existing within the organization. The presence of qualified, experienced, and motivated teaching personnel represents an internal strength that directly enhances instructional quality and institutional reputation.

21. (A) Action planning and target setting
Formulating an institutional plan follows a structured sequence. Before implementing operational strategies, planners conduct needs assessments, inventory resources, and formulate specific action plans and targets. Action planning and target setting form the precise bridge between diagnostic analysis and actual execution, establishing measurable goals, operational procedures, timelines, and resource allocations required for implementation.

22. (B) I, II and III only
Sound timetable construction relies on pedagogical principles that promote cognitive focus and well-being. Incorporating variety prevents mental fatigue, scheduling play and rest ensures physical health, and maximizing facility usage optimizes learning outcomes. Scheduling difficult subjects continuously at the end of the school day violates pedagogical guidelines, as student fatigue impairs learning capacity.

23. (B) Cumulative Record Card (CRC)
A Cumulative Record Card serves as a comprehensive, permanent administrative record tracking a student's continuous developmental progress throughout their tenure at an educational institution. It systematically documents academic achievement, health history, psychological evaluations, attendance patterns, co-curricular achievements, personal traits, and behavioral developments to provide an all-inclusive profile of the student.

MCQGPT

24. (C) Non-Consumable Stock Register
Financial propriety guidelines mandate separate record-keeping for physical institutional assets based on durability. A Non-Consumable Stock Register is used to record permanent or long-lasting physical assets, including items such as furniture, laboratory apparatus, machinery, computers, and office equipment. This register maintains precise logs of receipt, serial numbers, allocation, and physical location.

25. (D) Reclassify entries to the Consumable Stock Register with proper write-off logs
Science laboratory chemicals and office stationery are consumable supplies that are exhausted through normal usage. Entering consumable items in the non-consumable register creates accounting discrepancies during physical verification. Correct administrative compliance requires reclassifying these items into the appropriate Consumable Stock Register, supported by proper usage logs and authorized write-off records.

26. (A) Inspection focuses on compliance and fault-finding, while supervision focuses on instructional guidance.
Educational inspection and supervision represent distinct administrative paradigms. Inspection is traditionally an external, periodic, and autocratic procedure focused on regulatory compliance,

administrative control, and identifying operational deficiencies. In contrast, educational supervision is a continuous, internal, and supportive process that emphasizes professional guidance, collaborative instructional leadership, and overall capacity building for teachers.

27. (B) Clinical Supervision
Clinical supervision is an intensive, teacher-centered observational framework designed to enhance classroom instruction. Characterized by a systematic cycle involving pre-observation conferences, systematic classroom data collection during lesson delivery, objective analysis, and post-observation feedback sessions, clinical supervision helps educators diagnose specific teaching weaknesses, refine instructional practices, and build professional competence collaboratively.

28. (C) A is true but R is false
Creative supervision is designed to stimulate original pedagogical practices, encouraging educators to adopt innovative teaching methods tailored to diverse learner needs. This model rejects rigid, formulaic scripts in favor of reflective, flexible practices. The assertion accurately highlights innovation, while the reason falsely characterizes teaching as a scripted process, making the reasoning incorrect.

29. (A) Preventive Supervision
Preventive supervision involves identifying potential instructional or management difficulties before they manifest in classroom settings. By analyzing lesson structures and anticipating potential management disruptions, a supervisor helps teachers design proactive routines, structured transitions, and effective management strategies in advance, thereby preventing administrative breakdown, behavioral disruptions, and wasted instructional time during active teaching sessions.

30. (C) Democratic Supervision
Democratic supervision prioritizes participatory decision-making, mutual respect, professional autonomy, and open communication between administrators and teachers. This collaborative approach encourages shared responsibility, structured problem-solving, and continuous self-improvement, recognizing educators as highly capable professionals. By creating a supportive environment, democratic supervision enhances staff morale, professional growth, and overall institutional performance.

31. (D) Leaders possess inherent traits distinguishing them from non-leaders.
The Trait Theory of leadership posits that effective leaders possess distinct, inherent personal characteristics, physical attributes, personality traits, and intellectual abilities that set them apart from non-leaders. This perspective assumes that leadership capacity is largely innate rather than acquired, suggesting that individuals are born with fundamental qualities suited for executive authority.

32. (C) Initiating Structure and Consideration
The Ohio State Leadership Studies identified two independent dimensions of leader behavior: Initiating Structure and Consideration. Initiating Structure reflects task-oriented behaviors, such as defining roles, organizing work, establishing formal communication channels, and scheduling activities. Consideration represents relationship-oriented behaviors, including mutual trust, respect, warmth, empathy, and open communication between leaders and group members.

33. (D) I, II, III and IV
Classical leadership styles exhibit distinct behavioral patterns. Autocratic leadership centralizes authority and mandates procedures. Democratic leadership fosters participatory decision-making and group engagement. Laissez-faire leadership grants full operational autonomy to team members with minimal intervention. Paternalistic leadership assumes a protective, authoritative role, directing outcomes based on perceived best interests without consultation.

34. (D) Leader-member relations, Task structure, and Position power
Fred Fiedler's Contingency Theory posits that leadership effectiveness depends on matching leadership style to situational favorableness. Situational favorableness is determined by three key variables: leader-member relations (the degree of trust and respect), task structure (the clarity and routine nature of job assignments), and position power (the formal authority inherent in the leader's position).

Downloaded from www.pdf.tube

35. (A) In extreme (highly favorable or unfavorable) situations
Fiedler's Contingency Model demonstrates that task-oriented leaders achieve optimal performance in situations with extreme control. In highly favorable situations—characterized by strong leader-member relations, clear task structures, and strong position power—or highly unfavorable situations with poor relations and unstructured tasks, task-directed guidance provides the clarity and direction required to maintain organizational productivity.

36. (C) Telling / Directing (S1 - High Task, Low Relationship)
In the Hersey-Blanchard Situational Leadership model, follower readiness dictates the appropriate leadership style. When followers display low readiness (R1), characterized by a lack of both competence and confidence or willingness, leaders must adopt a Telling/Directing style (S1). This high-task, low-relationship approach provides explicit instructions, close supervision, and structured operational guidance.

37. (A) S4 (Delegating)
According to the Hersey-Blanchard Situational Leadership model, readiness level R4 reflects followers who are both highly competent and highly committed or confident. For individuals or teams at this advanced maturity stage, leaders should implement a Delegating style (S4), characterized by low task and low relationship behavior, granting operational autonomy.

38. (D) Supporting / Participating (S3)
Hersey and Blanchard's framework matches leadership style to subordinate readiness. A senior faculty member who possesses high task competence but low motivation or self-confidence operates at readiness level R3. In this scenario, the leader should employ a Supporting/ Participating style (S3), which emphasizes low task guidance and high relationship support to build confidence.

39. (B) Contingent rewards and management-by-exception
Transactional leadership operates on explicit exchanges between leaders and followers. Subordinates are motivated through formal rewards for achieving established targets or subject to corrective action when performance deviates from standards. This framework relies on contingent rewards and management-by-exception, focusing on maintaining operational stability, compliance, and task completion within existing organizational structures.

40. (C) Instrumental Control
Bernard Bass conceptualized transformational leadership around four distinct dimensions known as the "Four Is": Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. These dimensions focus on charismatic role modeling, inspiring shared institutional visions, encouraging creative thinking, and providing personalized individual support. Instrumental control is not part of this transformational framework.

41. (D) Distributed Leadership Theory
Distributed Leadership Theory views leadership as an emergent, collective property distributed across formal and informal leaders throughout an institution. Rather than restricting leadership to a single executive position, this perspective emphasizes shared decision-making, collaborative practice, and distributed expertise, enabling teachers, department heads, and coordinators to exercise leadership within their operational domains.

42. (C) A is true but R is false
Instructional leadership directly focuses on enhancing classroom teaching, curriculum implementation, professional development, and student achievement outcomes. Effective instructional leaders actively engage in educational processes by observing classrooms, providing feedback, and analyzing achievement data. The reason falsely claims these leaders focus exclusively on administrative and financial routines, rendering the explanation incorrect.

43. (B) Social and Belongingness Needs
Abraham Maslow's Hierarchy of Needs theory arranges human needs in a five-tier hierarchy. Once basic physiological and safety/security needs are reasonably satisfied, social and belongingness needs become the primary motivators. These involve human desires for affection, acceptance, meaningful interpersonal relationships, group belonging, and positive social interaction within personal and organizational environments.

MCQGPT

44. (B) Achievement and recognition
Frederick Herzberg's Two-Factor Theory divides workplace factors into hygiene factors and motivators. Hygiene factors prevent dissatisfaction but do not inherently motivate. Motivators are intrinsic job elements that actively foster job satisfaction, high performance, and intrinsic engagement. Achievement, personal recognition, responsibility, advancement, and meaningful work constitute primary motivators within organizational environments.

45. (A) Prevention of job dissatisfaction
In Herzberg's Two-Factor Theory, hygiene factors—including salary, working conditions, organizational policies, administrative relations, and job security—relate to the work environment. Adequate provision of hygiene factors eliminates workplace discontent and prevents job dissatisfaction; however, it does not directly create positive intrinsic motivation or sustained job satisfaction, which require intrinsic motivators.

46. (C) Dislikes work inherently and must be coerced and directed
Douglas McGregor's Theory X outlines a traditional, authoritarian view of human behavior at work. It assumes that the average employee inherently dislikes work, avoids responsibility whenever possible, lacks ambition, and prioritizes job security. Consequently, managers operating under Theory X believe employees must be closely supervised, controlled, directed, and coerced to achieve organizational objectives.

47. (D) Decentralize authority and involve teachers in planning
Theory Y assumes that employees view work as natural, possess self-direction, seek responsibility, and exercise creativity to solve organizational problems. An educational administrator operating under Theory Y assumptions respects teachers' professional competence, decentralizes administrative authority, encourages participative decision-making, delegates responsibility, and involves faculty in institutional planning and policy design.

48. (D) I, II and III
Victor Vroom's Expectancy Theory posits that motivational force depends on three multiplicatively linked factors: Expectancy (the belief that effort yields acceptable performance), Instrumentality (the belief that performance yields rewards), and Valence (the value placed on those rewards). All three provided statements accurately define these core components of the motivational framework.

49. (B) Expectancy
Vroom's Expectancy Theory defines Expectancy as the subjective probability that exerting effort will lead to successful performance. When a teacher believes that working extra hours will not yield improved student outcomes due to severe resource deficiencies, the cognitive link between effort and performance breaks down, reducing the Expectancy variable to zero or near zero.

50. (D) Semantic noise
Semantic noise occurs during the communication process when encoding or decoding messages is disrupted by linguistic ambiguities, specialized jargon, technical terminology, or cultural differences in meaning interpretation. When a sender uses language that the receiver interprets differently or fails to understand, semantic noise impairs message clarity and impedes effective organizational communication.

51. (A) Downward Communication
Downward communication flows vertically along the formal organizational hierarchy from higher executive levels to subordinate staff. When a principal issues official circulars, regulatory guidelines, policy decisions, or operational duty rosters to teaching and support staff, the information flows downward, serving to direct, coordinate, inform, and guide employees regarding institutional expectations.

52. (C) The Grapevine
The grapevine represents the informal, unofficial communication network within an organization. Operating outside formal hierarchical channels, it arises spontaneously from personal social interactions, informal friendships, and shared employee interest groups. The grapevine transmits information rapidly, serving emotional and social functions, though it may occasionally introduce distorted rumors or unverified operational information.

53. (A) Collaboration
Collaboration is an assertive and cooperative conflict resolution style aimed at achieving win-

Click Here to Buy book on Amazon

MCQGPT

win solutions. When an administrator brings conflicting parties together to open dialogue, address underlying concerns, engage in active listening, and co-create integrated operational schedules, they execute collaboration. This approach fully satisfies the underlying priorities of both parties while building long-term working relationships.

54. (D) Competing
In the Thomas-Kilmann Conflict Mode Instrument, the competing style is high on assertiveness and low on cooperativeness. An individual utilizing this approach pursues their own concerns at the expense of others, leveraging formal power, authority, or positional influence to achieve a win-lose outcome, regardless of the impact on interpersonal relationships.

55. (B) Compromising
The compromising style in the Thomas-Kilmann framework features moderate assertiveness and moderate cooperativeness. It seeks a mutually acceptable, expedient middle-ground solution that partially satisfies both parties. Through reciprocal concessions, compromising resolves conflicts efficiently when time is limited or when parties hold equal power and seek a pragmatic resolution without prolonged negotiation.

56. (C) Unfreezing, Changing, Refreezing
Kurt Lewin's Three-Stage Change Model outlines the fundamental process of organizational transformation. Unfreezing creates motivation for change by breaking down existing mindsets and practices. Changing involves introducing new behaviors, processes, or systems through education and intervention. Refreezing stabilizes and integrates these new practices into organizational norms to ensure lasting cultural adoption.

57. (A) Both A and R are true and R is the correct explanation of A
Resistance to organizational change is a natural human response to disrupted routines, technological shifts, and structural transitions. Employees often resist innovations due to fear of incompetence, perceived threats to professional status, workload anxieties, and inadequate training. Understanding these underlying psychological causes explains why resistance occurs during institutional changes, validating both statements.

58. (A) Change Agent
A change agent is an individual or team responsible for initiating, facilitating, and managing organizational change initiatives. Whether operating internally as an institutional leader or externally as a consultant, a change agent analyzes organizational needs, overcomes resistance, designs transition strategies, and aligns staff effort to successfully implement lasting structural and pedagogical improvements.

59. (B) W. E. Deming
W. Edwards Deming, a prominent pioneer in quality management theory, popularized the PDCA (Plan-Do-Check-Act) Cycle, originally developed by Walter Shewhart. The Deming Cycle provides a continuous process improvement framework consisting of planning an intervention, executing a pilot, checking results against goals, and acting to standardize or refine procedures.

60. (B) Establishing proactive systemic processes to prevent quality defects
Quality assurance focuses on establishing structured, proactive systemic processes to ensure educational standards are consistently maintained and quality defects prevented. Unlike reactive quality control, which inspects outcomes at the end of a cycle, quality assurance systematically integrates defect prevention into everyday organizational workflows, curriculum development, and instructional delivery systems.

61. (A) Kaizen
Kaizen is a Japanese management philosophy integral to Total Quality Management, translating to continuous improvement. It emphasizes small, incremental, ongoing positive changes involving every employee within an organization, from executive leadership to operational staff. Kaizen aims to eliminate waste, optimize operational efficiency, enhance service quality, and foster collaborative workplace cultures over time.

62. (D) I, II, III and IV
School climate and school culture are distinct organizational dimensions. Climate reflects current perceptions, feelings, and safety attitudes, changing rapidly with leadership decisions. Culture consists of deep-seated values, beliefs, and traditions built over time, making it durable and resistant to quick changes. All four statements accurately define and contrast these two concepts.

63. (D) 75%
Statutory school governance frameworks mandate community participation in institutional operations. Under applicable regulations, every government and aided school must form a School Management Committee (SMC), where at least 75 percent (three-fourths) of the total membership must consist of parents or guardians of children currently enrolled in the institution to ensure localized accountability.

64. (C) At least 50%
Statutory regulations governing School Management Committees mandate gender inclusivity to foster balanced community representation. To ensure active participation of female stakeholders in institutional oversight, financial planning, and academic development, the statutory framework explicitly requires that at least 50 percent of all parent members in an SMC must be women.

65. (B) Appoint and dismiss permanent government school teachers directly
School Management Committees (SMCs) execute statutory supervisory and monitoring duties, including monitoring institutional functioning, preparing School Development Plans, and tracking grant usage. However, hiring, appointing, and dismissing permanent government school teachers fall under the exclusive jurisdiction of state education departments and public service commissions, making option B outside SMC authority.

66. (D) Annual Performance Appraisal Report
In public administration and civil service performance management systems, APAR stands for Annual Performance Appraisal Report. It serves as an official annual record evaluating an employee's work performance, key achievements, operational capabilities, professional conduct, integrity, and developmental potential throughout the reporting financial year, supporting decisions regarding promotions and career progression.

67. (A) Due process and objective appraisal
Following due process requires an administrator to systematically document incidents, offer formative counseling, provide explicit corrective guidance, and observe progress over time before recording official evaluations. This structured administrative approach ensures that performance evaluations reflect objective evidence rather than arbitrary personal bias, maintaining transparency and administrative fairness under public service appraisal rules.

68. (C) 360-Degree Feedback
360-Degree Feedback is a comprehensive performance appraisal technique that collects multi-source evaluations regarding an employee's professional competencies. Ratings and feedback are gathered systematically from superiors, peers, subordinate team members, external stakeholders, and self-evaluations. This holistic approach provides a well-rounded, objective perspective on performance, communication styles, and leadership abilities.

69. (A) Line Organization
A Line Organization represents the simplest, most traditional structural form in management. It features a direct, unbroken chain of command running vertically from top executives down to operational staff. Authority flows downward through direct lines, giving each manager clear line authority over subordinates, establishing clear reporting lines and unambiguous administrative accountability.

70. (D) "Silo mentality" prioritizing department goals over school mission
A primary disadvantage of a functional organizational structure is the emergence of functional silos. When staff are grouped strictly by specialized functions or academic departments, employees tend to focus narrowly on departmental interests. This narrow perspective often leads to reduced cross-departmental communication, interdepartmental rivalry, and a failure to align with overarching institutional objectives.

71. (B) Both A and R are true but R is not the correct explanation of A
Effective delegation empowers middle management, fostering professional autonomy and boosting operational morale. Concurrently, delegating routine tasks frees top administrators to concentrate on strategic planning and policy execution. While both statements are factually correct statements regarding management delegation benefits, statement R describes top management benefits rather than explaining why middle-management morale improves.

Downloaded from www.pdf.tube

72. (C) Span of Control
Span of Control (or Span of Management) refers to the numerical total of subordinates or organizational units directly reporting to a single administrative manager. Determining an optimal span of control balances executive supervisory capacity with organizational height, influencing communication efficiency, managerial workload, structural hierarchy, and direct administrative supervision quality.

73. (D) An employee receives orders from only one direct superior.
Henri Fayol's principle of Unity of Command dictates that an employee should receive operational orders and directives from, and be directly accountable to, only one immediate supervisor. Violating this principle by subjecting staff to instructions from multiple bosses creates role ambiguity, operational conflict, divided loyalties, reduced efficiency, and administrative confusion.

74. (A) Unity of Command
When a higher authority or secondary administrator issuing contradictory directives overrides a primary supervisor's instructions, the employee receives conflicting orders from two separate leaders. This directly violates Fayol's principle of Unity of Command, which asserts that employees should report to and receive orders from only one direct supervisor to prevent operational confusion.

75. (B) Providing guidance and support to improve instructional practice
Academic mentoring in educational supervision focuses on formative growth, instructional capacity building, and continuous professional development. Unlike formal regulatory inspection, mentoring involves experienced educators offering constructive guidance, pedagogical support, practical feedback, and emotional encouragement to help teachers refine instructional strategies, enhance student engagement, and overcome classroom teaching challenges.

76. (A) I and II only
Educational administrators act as agents of accountability across academic, operational, and financial dimensions. Public accountability mandates absolute transparency in utilizing government funds and institutional grants. Principals are accountable to both internal stakeholders and external governing bodies. Statement III is incorrect because accountability encompasses financial, administrative, and infrastructural compliance along with academic standards.

77. (A) Cash Book
Under General Financial Rules (GFR), a Cash Book is a mandatory financial register used to record all daily cash receipts and disbursements incurred by a public institution. It tracks official financial transactions chronologically, maintaining accurate running balances to support financial propriety, routine internal auditing, budget monitoring, and statutory accounting compliance.

78. (C) To reconcile cash book balances with bank passbook records
A Bank Reconciliation Statement (BRS) is prepared periodically in institutional accounting to compare and reconcile closing cash balances in the official Cash Book with entries in the official bank passbook or statement. This process identifies timing differences, unpresented cheques, uncredited deposits, or recording errors, ensuring financial accuracy and internal financial control.

79. (D) A slot before formal classes for assembly or remedial activities
In school administration and timetable design, a Zero Period refers to a scheduled instructional or co-curricular slot positioned immediately prior to the start of the regular academic class day. It is utilized for morning assemblies, remedial teaching, enrichment activities, club meetings, sports practice, or special counseling sessions without disrupting regular subject periods.

80. (B) Class Student Attendance Register
The Class Student Attendance Register is a statutory record maintained by classroom teachers to document daily student attendance, absences, and official leaves. This register serves as legal proof of student enrollment and presence, providing the baseline data needed to calculate mandatory attendance percentages required for public examination eligibility and institutional compliance.

MCQGPT

81. (B) Human resource management
Effective human resource management involves optimizing staff performance while safeguarding employee well-being. Analyzing workloads, balancing administrative duties equitably, and protecting instructional planning time directly mitigate teacher burnout, improve job satisfaction, and maintain organizational efficiency. This proactive intervention reflects human resource leadership designed to maintain a sustainable, productive, and supportive work environment.

82. (D) Path-Goal Leadership Theory
Robert House developed the Path-Goal Leadership Theory, derived from Vroom's expectancy motivation theory. It asserts that a leader's function is to assist subordinates in achieving organizational targets by clarifying work expectations, eliminating performance roadblocks, aligning individual outcomes with task performance, and providing essential rewards and administrative support along the path to goal completion.

83. (A) Directive Leadership
According to House's Path-Goal Theory, directive leadership is most effective when tasks are ambiguous, complex, or unstructured, and when subordinates experience role uncertainty. Under directive behavior, the leader provides clear expectations, explicit guidance, specific task assignments, detailed operational guidelines, and schedules, thereby reducing task ambiguity and establishing operational clarity.

84. (C) Informal structure
An informal structure consists of the spontaneous network of social relationships, personal bonds, informal communication channels, and shared norms that emerge naturally among staff within an organization. Operating parallel to the formal administrative hierarchy, the informal structure provides emotional support, satisfies social belonging needs, and significantly influences organizational climate and communication patterns.

85. (A) Both A and R are true and R is the correct explanation of A
Institutional planning relies on a decentralized, bottom-up approach that engages teachers, local community members, and administrators in diagnosing institutional needs and defining development targets. Democratic participation fosters a sense of shared ownership, collective responsibility, and personal commitment to school growth, explaining why participatory planning successfully boosts stakeholder engagement and accountability.

86. (D) Bureaucratic Management Theory
Max Weber introduced Bureaucratic Management Theory, emphasizing structural order, rationality, and efficiency in complex organizations. Key tenets include a clear scalar hierarchy, strict division of labor, comprehensive operational rules and regulations, formal record-keeping, technical competence for selection, and impersonal relationships to eliminate arbitrary decision-making and ensure administrative consistency.

87. (B) Human Relations School
Conducted by Elton Mayo and his associates, the Hawthorne Studies laid the foundation for the Human Relations School of management thought. The research revealed that social factors, peer norms, employee recognition, workplace relationships, and psychological well-being exert a greater influence on worker motivation and productivity than physical working conditions or financial incentives alone.

88. (C) Students, teachers, and staff
In Total Quality Management (TQM) frameworks applied to education, internal customers are individuals within the educational institution who directly receive and utilize internal operational services or outputs. Students, teachers, and administrative support staff constitute the internal customers, as their continuous learning, instructional support, and working relationships drive the internal educational delivery process.

89. (D) Ishikawa Diagram
The Ishikawa Diagram, commonly known as a Fishbone Diagram or Cause-and-Effect Diagram, was created by Kaoru Ishikawa. It is a structured quality management tool used to systematically identify, categorize, and display potential root causes of a specific operational problem or quality defect, facilitating effective diagnostic problem-solving in organizations.

Click Here to Buy book on Flipkart

90. (A) 80% of problems stem from 20% of critical causes
The Pareto Principle, or the 80/20 Rule, states that approximately 80 percent of outcomes or effects originate from 20 percent of causes. In educational administration, this principle suggests that the majority of operational disruptions, academic failures, or disciplinary issues stem from a vital few root causes, enabling leaders to target interventions efficiently.

91. (B) Competence and commitment
In the Hersey-Blanchard Situational Leadership Model, follower readiness (maturity level) is determined by two core components: competence and commitment. Competence reflects an individual's knowledge, technical skills, and past experience relevant to a specific task, while commitment represents their self-confidence, enthusiasm, motivation, and willingness to accept task responsibility.

92. (B) I, II and III only
A positive school climate is cultivated through equitable rule enforcement, physical safety, clean facilities, and open multi-directional communication among leadership, teachers, and students. Authoritarian decision-making without stakeholder consultation undermines trust and negatively affects organizational climate. Therefore, options I, II, and III correctly identify factors that promote a supportive institutional climate.

93. (A) The Principal under the Directorate of Education
In a recognized government school, primary executive responsibility for institutional administration, academic leadership, financial management, and statutory regulatory compliance rests with the Principal acting as the Head of Office. Operating under authority delegated by the Directorate of Education, the Principal ensures adherence to state administrative regulations and educational directives.

94. (C) To update pedagogical skills and professional competencies
Staff development programmes (in-service professional development) aim to continuously enhance the professional growth of educators. These programmes focus on updating pedagogical methods, incorporating modern instructional technologies, enhancing subject knowledge, and refining classroom management skills, thereby ensuring high educational quality and alignment with evolving curricular frameworks and administrative standards.

95. (D) Embedding new changes into organizational routines
Refreezing is the final stage of Kurt Lewin's change model. Following the implementation of new processes, refreezing stabilizes the organization by embedding adopted changes into institutional policies, daily administrative routines, and organizational culture. This institutionalization locks in new operational standards, preventing backsliding into legacy habits and ensuring sustainable change.

96. (C) Pacesetting Leadership Style
The pacesetting leadership style, identified by Daniel Goleman, involves establishing exceptionally high performance standards, demonstrating personal excellence, and expecting immediate compliance and autonomy from followers. While effective with highly competent teams during urgent situations, continuous reliance on pacesetting can overwhelm staff, damage morale, and stifle creative initiative due to high pressure.

97. (B) Change Agent
An administrator actively leading a system-wide transition by establishing review teams, arranging professional development, addressing staff anxieties, and supporting pilot trials serves as a change agent. In change management, a change agent proactively guides, facilitates, and integrates organizational initiatives, ensuring smooth operational adoption while maintaining organizational trust and stability.

98. (D) Teacher feedback and petitions submitted to the Principal
Upward communication flows from lower hierarchical levels to higher management tiers within an organization. Submitting teacher feedback, staff petitions, progress reports, grievance submissions, or operational suggestions directly to the school Principal represents upward communication. This flow provides leadership with essential operational feedback, staff perspectives, and situational awareness to inform administrative decisions.

Downloaded from www.pdf.tube

99. (A) Principle of Clear Responsibility
The Principle of Clear Responsibility states that every required task within an organization must be explicitly assigned to a specific role, ensuring complete clarity of duties. Unambiguous duty allocations prevent operational overlap, eliminate performance gaps, establish clear personal accountability, and ensure that all necessary institutional administrative functions are systematically executed.

100. (C) Autocratic / Authoritarian
Douglas McGregor's Theory X assumes that employees inherently dislike work, lack ambition, avoid responsibility, and require continuous supervision. Consequently, managers holding Theory X assumptions adopt an autocratic or authoritarian leadership style, utilizing centralized decision-making, strict operational rules, close monitoring, and coercive controls to enforce compliance and complete workplace tasks.

101. (A) Both A and R are true and R is the correct explanation of A
Distributed leadership expands institutional capacity by delegating instructional responsibility to department heads, senior teachers, and collaborative leadership teams. Engaging multiple stakeholders in decision-making builds organizational expertise and shared accountability, fostering high collective efficacy and driving long-term school improvement. The reason accurately explains how distributing authority produces these positive outcomes.

102. (D) Delphi Technique
The Delphi Technique is a structured forecasting and decision-making methodology used to gather expert consensus on complex problems. It involves multiple rounds of anonymous, written questionnaires administered to geographically dispersed experts. An independent coordinator summarizes responses between rounds, enabling participants to refine views without direct confrontation, peer pressure, or dominant individual influences.

103. (B) Driving forces overcome restraining forces
In Kurt Lewin's Force Field Analysis, organizational status quo results from equilibrium between driving forces (promoting change) and restraining forces (opposing change). Structural change occurs when driving forces are strengthened or restraining forces weakened and reduced, allowing driving forces to overcome resistance, shift equilibrium, and successfully move the organization toward targeted changes.

104. (B) To serve as the official record of an employee's service career
A Service Book is a mandatory statutory document maintained for every government employee. It serves as an official, permanent record detailing an individual's complete career history, including appointment details, promotions, pay fixations, leave records, disciplinary actions, and verification of service, which forms the basis for determining retirement benefits and pensions.

105. (D) The Head of Office / Principal
Under standard government administrative and service rules, the official Head of Office or Principal is designated as the custodian of the Service Books for all institutional staff. The Head of Office maintains these official records, ensures periodic entry verification, records pay fixations, logs leaves, and attests to career details throughout service tenure.

MCQGPT

106. (A) An objection by auditors regarding financial or procedural lapses
An Audit Para, or Audit Objection, is a formal observation recorded by statutory internal or external auditors during an audit of public financial accounts. It identifies financial irregularities, procedural deviations, non-compliance with General Financial Rules, unauthorized expenditures, or accounting omissions, requiring formal explanation and corrective action by institutional administration.

107. (B) Building trust and resolving staff conflicts
Human relations functions focus on interpersonal dynamics, staff well-being, and organizational climate. An educational leader exercises primary human relations functions by fostering mutual trust, promoting empathetic communication, resolving interpersonal staff conflicts, supporting continuous professional development, and creating a collaborative workplace culture that enhances job satisfaction and team cohesion.

108. (B) I and III only
Transformational leadership focuses on inspiring followers to transcend personal self-interests for the shared organizational vision, offering intellectual stimulation and individualized consideration.

Statement II describes transactional leadership, which relies on contractual exchanges, monetary rewards, and disciplinary threats. Therefore, only statements I and III correctly define core transformational leadership attributes.

109. (A) An observational feedback cycle to improve teaching performance
Clinical Supervision, formulated by Goldhammer and Cogan, is a teacher-centered observational process designed to enhance classroom instruction. It consists of a structured cycle including pre-observation planning conferences, systematic classroom observation, objective performance data analysis, and reflective post-observation feedback sessions aimed at improving pedagogical practices and professional teaching competencies.

110. (B) Post-observation Analysis
Clinical supervision follows a systematic sequence: pre-observation conference, classroom observation, post-observation analysis, post-observation conference, and post-conference analysis. Immediately following the classroom observation phase, the supervisor conducts a post-observation analysis to review collected observational data, evaluate pedagogical strengths and weaknesses, and prepare constructive feedback before meeting the teacher.

111. (D) Program Evaluation
Program Evaluation is the systematic process of gathering, analyzing, and interpreting data to assess the design, implementation, effectiveness, and efficiency of an educational program. It measures outcomes against predefined standards and institutional objectives, providing decision-makers with evidence to determine whether to continue, modify, expand, or terminate specific educational programs.

112. (C) Instructional leadership and data-driven intervention
Analyzing academic diagnostic data, organizing targeted pedagogical workshops, and introducing structured remedial instruction directly address core teaching and learning processes. This multi-pronged strategy reflects instructional leadership, where the administrator actively focuses on data-driven interventions, curriculum support, and professional capacity building to improve student learning outcomes and academic performance.

113. (B) Strengths, Weaknesses, Opportunities, Challenges
In educational management and strategic planning, SWOC is an acronym for Strengths, Weaknesses, Opportunities, and Challenges. This diagnostic framework evaluates internal factors (strengths and weaknesses) along with external environmental conditions (opportunities and challenges), enabling educational institutions to formulate strategic plans, capitalize on capabilities, address vulnerabilities, and navigate external obstacles.

114. (D) Managerial Grid
The Managerial Grid model, developed by Robert Blake and Jane Mouton, evaluates leadership styles based on two behavioral dimensions: Concern for People and Concern for Production (tasks). Plotted on a 9x9 grid, this framework identifies distinct managerial styles based on how leaders balance interpersonal relationships with task completion and productivity.

115. (A) Country Club Management (1,9)
On Blake and Mouton's Managerial Grid, the (1,9) coordinate represents Country Club Management. This leadership style exhibits high concern for people (9) and low concern for production (1). Leaders adopting this approach focus on maintaining comfortable interpersonal relationships and a friendly organizational atmosphere, often sacrificing task completion, efficiency, and performance standards.

116. (C) (9,9)
On Blake and Mouton's Managerial Grid, Team Management is positioned at coordinate (9,9). This optimal leadership style integrates high concern for production with high concern for people. It emphasizes teamwork, shared institutional vision, empowerment, and mutual trust, achieving high organizational productivity through committed, highly motivated employees aligned with common targets.

117. (A) They ignore situational context and cannot explain situational differences
A key limitation of classical trait theories of leadership is their failure to consider situational contexts. Trait theories assume that specific inherent traits guarantee leadership success regardless of environmental variables, failing to explain why individuals possessing certain traits

Click Here to Buy book on Amazon

succeed in one organizational environment but fail under different situational conditions.

118. (C) A is true but R is false
Total Quality Management in education emphasizes continuous process control and defect prevention over end-of-process inspection. Quality in education is holistic, shaped by classroom instruction, organizational climate, administrative leadership, and resource utilization, rather than student examination scores alone. Consequently, the assertion correctly states TQM principles, while the reason is false.

119. (B) SMC Minute Book
The SMC Minute Book is an official administrative record used to log formal proceedings, discussions, resolutions, and decision outcomes of School Management Committee meetings. Maintaining accurate written minutes ensures legal compliance, institutional transparency, and statutory accountability regarding decisions made by the committee concerning school development and management.

120. (C) Making organizational records and decisions open to stakeholder review
The principle of transparency in public administration mandates that organizational decisions, financial records, operational policies, and administrative processes remain accessible and open to stakeholder review. Transparency prevents corruption, builds public trust, ensures institutional accountability, and enables parents, community members, and oversight bodies to scrutinize public resource utilization effectively.

121. (D) Selective Perception
Selective perception occurs in communication when a receiver filters, interprets, and decodes incoming messages through personal biases, existing expectations, past experiences, or emotional states. Rather than processing the sender's objective message neutrally, the receiver selectively interprets information to align with their internal cognitive frameworks, potentially distorting intended meanings.

122. (A) Peer discussion on interdisciplinary lesson plans across departments
Horizontal or lateral communication occurs between peer individuals, groups, or departments occupying equivalent hierarchical levels within an organization. Discussions among teachers from different academic departments regarding interdisciplinary lesson plans represent horizontal communication, facilitating cross-departmental coordination, collaborative problem-solving, task alignment, and peer information sharing without passing through administrative vertical chains.

123. (B) I, II and III only
Communication barriers hinder clear message transmission within organizations. Information filtering by intermediaries, cognitive overload, and semantic ambiguities introduce noise, distorting directives and reducing administrative clarity. Maintaining open-door policies facilitates transparent upward communication rather than creating a barrier. Therefore, options I, II, and III represent recognized organizational communication barriers.

124. (B) Accommodating
Accommodating is an unassertive and highly cooperative conflict handling style where one party willingly yields to the preferences of another. This approach downplays differences, minimizes open disagreement, and prioritizes preserving interpersonal harmony and relationships, even though the underlying operational issue or personal concern remains unaddressed and unresolved.

125. (A) Leadership is shared across formal and informal school leaders
Distributed leadership recognizes leadership as an emergent, interactive property distributed across formal administrators and informal teacher leaders. Rather than concentrating decision-making power in a single executive position, this framework engages multiple individuals in shared leadership, utilizing distributed expertise and collaborative practice to foster sustainable organizational improvement across the school.

126. (C) Frederick Herzberg
Frederick Herzberg formulated the Two-Factor Theory of motivation, introducing the distinction between Hygiene Factors and Motivators. His research demonstrated that job satisfaction and dissatisfaction arise from different sets of factors: hygiene factors (extrinsic conditions) prevent job dissatisfaction, while motivators (intrinsic job content elements) generate positive motivation and job satisfaction.

MCQGPT

127. (D) Achievement, Affiliation, and Power needs
David McClelland's Acquired Needs Theory posits that human behavior in organizational settings is driven by three primary learned needs: Need for Achievement (desire for excellence and goal attainment), Need for Affiliation (desire for warm social relationships), and Need for Power (desire to control, influence, and lead others).

128. (C) Achievement
McClelland's Need for Achievement involves a desire to master challenging tasks, take personal responsibility for problem-solving, and achieve high performance standards. An administrative staff member who manages routine tasks under clear rules but avoids non-standard decisions and personal responsibility due to fear of failure demonstrates a low need for achievement.

129. (B) To plan overall institutional growth and infrastructure over three years
A School Development Plan (SDP) is a comprehensive strategic planning document prepared under statutory provisions. Its primary function is to systematically outline institutional development targets, resource requirements, academic improvements, and physical infrastructure upgrades over a three-year period, guiding organized growth, financial allocation, and long-term school improvement initiatives.

130. (D) Canons of Financial Propriety
The Canons of Financial Propriety are fundamental rules governing public financial administration. They mandate that every public officer must exercise the same degree of care, vigilance, and prudence when spending public funds as a person of ordinary prudence would exercise regarding their own money, preventing financial waste, misuse, or extravagance.

131. (A) Practitioner-led research to solve immediate local school problems
Action Research in education is a reflective, practitioner-led inquiry conducted by teachers or administrators within their immediate working environment. It aims to diagnose specific local instructional or administrative problems, implement targeted interventions, evaluate immediate outcomes, and refine practices, fostering continuous professional self-development and localized problem-solving in schools.

132. (C) To foster cooperation between parents and staff for student development
The primary objective of establishing a Parent-Teacher Association (PTA) is to build a strong collaborative partnership between parents and educational staff. The association facilitates open communication, mutual trust, and cooperative efforts to support student academic growth, physical well-being, co-curricular development, and overall institutional improvement, enhancing the educational experience.

133. (A) Servant Leadership
Servant Leadership, pioneered by Robert Greenleaf, is a leadership philosophy prioritizing service to others over personal power. Servant leaders focus on serving employee needs, empowering subordinates, fostering personal and professional growth, demonstrating ethical integrity, and developing continuous community trust, asserting that effective leadership arises naturally from a primary desire to serve.

134. (A) Both A and R are true and R is the correct explanation of A
A unsupportive or toxic school climate negatively impacts teacher morale, increases stress, and diminishes job satisfaction, leading to higher absenteeism and turnover rates. Recognizing that school climate directly influences teacher commitment and well-being explains why unhealthy working environments result in elevated turnover, validating both assertion and reasoning.

135. (B) Diary Register / Inward Register
The Diary Register, or Inward Register, is an essential administrative record maintained in a school office. It logs all official incoming correspondence, circulars, and mail received from external departments, statutory government offices, or stakeholders, recording receipt dates, sender details, reference numbers, and subject matters for systematic administrative tracking.

136. (C) Dispatch Register
A Dispatch Register (or Outward Register) is an official administrative record used to log all outgoing correspondence, reports, circulars, and legal notices dispatched from an institution to external entities. It records dispatch dates, reference numbers, recipient details, and postage records, maintaining legal proof of official outgoing institutional communication.

Downloaded from www.pdf.tube

137. (D) Groupthink
Groupthink is a psychological phenomenon occurring within cohesive groups where the desire for harmony and conformity leads to dysfunctional decision-making. Group members suppress dissenting viewpoints, minimize critical evaluation of alternative options, and conform to a consensus opinion, ultimately impairing rational analysis, objective evaluation, and creative problem-solving capacity within the team.

138. (A) Improving instruction, assessment, and learning environments
Pedagogical Leadership focuses directly on enhancing core educational activities within an institution. Educational leaders exercising pedagogical leadership prioritize curriculum refinement, instructional quality, innovative classroom assessment practices, supportive learning environments, and continuous teacher professional development to optimize student learning outcomes and maintain overall academic excellence across the school.

139. (B) Sense of professional mastery and student learning success
Intrinsic motivators originate from internal psychological satisfaction derived from performing work itself. For teachers, experiencing a sense of professional mastery, witnessing student academic growth, feeling personal achievement, and engaging in meaningful teaching represent powerful intrinsic motivators that foster long-term job satisfaction and dedication, independent of external monetary rewards.

140. (B) Benchmarking
Benchmarking is a structured quality management practice involving the systematic comparison of an organization's processes, practices, and performance metrics against high-performing peer institutions or industry standards. In school management, benchmarking helps educational leaders identify operational performance gaps, adopt best practices, and implement continuous systemic improvements to achieve operational excellence.

141. (A) At least once every month
Statutory school governance frameworks mandate that School Management Committees (SMCs) meet regularly to maintain effective oversight. Applicable administrative regulations specify that an SMC must convene ordinary meetings at least once every month during the academic year to review school operations, monitor grant utilization, track student attendance, and discuss development plans.

142. (C) Supervisory control and financial propriety
Addressing asset discrepancies, holding formal investigations, demanding explanations from storekeepers, and ordering stock log reconciliation under General Financial Rules reflect core supervisory control and financial propriety. Administrators must safeguard public property and maintain financial discipline, ensuring that institutional inventory procedures strictly comply with established government financial rules and accounting standards.

143. (D) Contingency Theory
Contingency Theory posits that there is no universal or "single best way" to manage, structure, or lead an organization. Instead, optimal administrative action depends on internal and external situational variables, including task structure, organizational environment, technology, and follower characteristics, requiring managers to adapt leadership styles flexibly to situational demands.

144. (C) Gantt Chart
A Gantt Chart is a visual project management tool displaying project tasks against a calendar timeline. It illustrates start dates, activity durations, overlaps between tasks, milestone targets, and completion dates. In school administration, Gantt charts assist leaders in scheduling institutional events, planning infrastructure projects, and tracking implementation progress effectively.

145. (B) Redesigning jobs for greater autonomy and achievement
Job Enrichment is a vertical job redesign technique aimed at increasing intrinsic work motivation. It expands a position by adding higher-level responsibilities, greater operational autonomy, increased decision-making authority, and direct opportunities for personal achievement and growth, making work more meaningful and personally fulfilling for employees without simply increasing task volume.

MCQGPT

146. (D) Job enlargement adds similar tasks horizontally; job enrichment adds responsibility vertically
Job enlargement and job enrichment represent distinct job design approaches. Job enlargement adds additional tasks of similar complexity horizontally, expanding task variety without increasing responsibility. Conversely, job enrichment enhances a job vertically by introducing higher-level responsibilities, greater decision-making autonomy, and intrinsic motivators to promote employee engagement and professional growth.

147. (A) Bureaucratic Supervision
Bureaucratic supervision relies strictly on rigid adherence to regulatory mandates, formal rules, standardized checklists, and legal administrative requirements. This traditional supervisory style focuses primarily on administrative compliance, monitoring, and policy enforcement, giving minimal consideration to interpersonal relationships, individual teacher needs, or continuous professional capacity building in classroom instruction.

148. (C) To ensure smooth transition and achieve institutional objectives
The ultimate objective of change management in educational institutions is to navigate organizational transitions effectively while minimizing disruption and resistance. Change management provides structured frameworks to support staff, align resources, embed new practices, and sustain operational improvements, thereby ensuring that institutional growth targets and strategic educational objectives are successfully realized.

149. (A) Public Information Officer (PIO)
Under the Right to Information (RTI) Act, 2005, every public authority is legally mandated to designate a Public Information Officer (PIO). The PIO processes formal information requests from citizens, coordinates administrative data collection, ensures timely disclosure of public records, and maintains institutional transparency in accordance with statutory RTI regulations.

150. (D) Spokesperson
In Mintzberg's managerial framework, the spokesperson role falls under the informational category. A manager acts as a spokesperson when transmitting official information, policy compliance details, institutional accomplishments, and organizational positions to external stakeholders, higher administrative authorities, or the general public during formal conferences and official public proceedings.

****

Click Here to Buy book on Flipkart

CHAPTER 03

Leadership Tasks and Styles

MCQGPT

1. Which of the following best defines educational leadership as distinguished from general educational management?
(A) Educational leadership involves influencing, inspiring, and directing school stakeholders toward the achievement of a shared educational vision.
(B) Educational leadership focuses on maintaining operational routines, compliance with statutory norms, and resource allocation.
(C) Educational leadership is exclusively concerned with maintaining school accounts, service registers, and infrastructure logs.
(D) Educational leadership refers solely to the exercise of statutory power vested in a Head of School under the Delhi School Education Act.

2. According to Warren Bennis, which statement accurately captures the core distinction between a manager and a leader in an organizational context?
(A) The manager relies on trust, while the leader relies on control.
(B) The manager asks "what" and "why", while the leader asks "how" and "when".
(C) The manager focuses on systems and structure, while the leader focuses on people.
(D) The manager originates, while the leader imitates standard operating procedures.

3. In the context of Luther Gulick's POSDCORB acronym, which function represents the establishment of a formal structure of authority through which work subdivisions are defined, arranged, and coordinated for the defined objective?
(A) Organizing
(B) Planning
(C) Staffing
(D) Directing

4. A Principal of a Directorate of Education school aims to align the school's annual plan with the National Education Policy (NEP) 2020 recommendations for foundational literacy and numeracy. Which core task of educational leadership is the Principal primarily performing?
(A) Conflict resolution
(B) Bureaucratic monitoring
(C) Corrective supervision
(D) Goal setting and vision building

5. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Educational management and educational leadership are complementary functions, both essential for the efficient and effective functioning of a school.
Reason (R): Management ensures operational stability and order, whereas leadership drives organizational change, innovation, and vision building.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. What is the primary purpose of Institutional Planning conducted by a school Principal at the beginning of an academic session?
(A) To submit a mandatory financial audit report to the Pay and Accounts Office (PAO)
(B) To prepare confidential performance appraisal reports (APAR) for senior secondary teaching staff
(C) To optimize the utilization of available human, physical, and financial resources based on local school needs and priorities
(D) To enforce penal provisions under the Central Civil Services (Conduct) Rules

7. Which administrative step forms the first stage in the formal process of Institutional Planning in a school?
(A) Formulation of realistic action plans and project proposals
(B) Evaluation of previous year's project

outcomes
(C) Allocation of financial grants under the School Management Committee funds
(D) Analysis of existing resources, needs, and institutional capabilities

8. A newly appointed Principal in a Delhi Government school notices severe friction between the Science department and the Humanities department regarding timetable scheduling and smart classroom allocation. The Principal convenes a joint session, allows open expression of grievances, identifies common instructional goals, and mutually establishes a shared classroom usage charter. Which leadership task and approach has the Principal demonstrated in this scenario?
(A) Conflict resolution through collaborative problem-solving
(B) Autocratic control through top-down policy enforcement
(C) Laissez-faire detachment by delegating resolution to senior teachers
(D) Bureaucratic compliance through official show-cause notices

9. Which element is considered the foundational component of "Vision Building" in a school setting?
(A) Enforcing administrative attendance compliance strictly through biometric record verification systems
(B) Formulating a clear, inspiring, and shared statement of future possibilities with stakeholders
(C) Adhering strictly to traditional timetable scheduling structures without any institutional modification
(D) Submitting detailed monthly expenditure accounts and audit statements to district education authorities

10. The concept of "Delegation" in educational management primarily involves which of the following processes?
(A) Transferring total administrative responsibility and ultimate accountability from the Principal to a Vice-Principal
(B) Entrusting specific duties and necessary authority to subordinates while the Principal retains ultimate accountability
(C) Relinquishing statutory powers of the Head of School to external agency auditors
(D) Distributing instructional workload equally without granting any decision-making authority

MCQGPT

11. Which of the following is a primary characteristic of an Autocratic Leadership Style in school administration?
(A) Decision-making authority is centralized in the Head of School with minimal input from staff members
(B) Decisions are reached through majority voting during general staff council meetings
(C) Complete freedom is granted to teachers to select their own syllabus, books, and assessment models
(D) Authority is distributed among departmental heads based on seniority and expert knowledge

12. Which of the following features are associated with Democratic Leadership in a school environment?
I. Decision-making through active consultation and stakeholder participation
II. High reliance on mutual trust and open bilateral communication
III. Centralized unilateral goal formulation by the Principal
IV. Encouragement of initiative and ownership among staff members
Which of the above statements is/are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

13. Under what circumstance is an Autocratic Leadership style most appropriate and effective for a school Principal?
(A) Designing and implementing a long-term comprehensive school improvement plan involving key community stakeholders
(B) Organizing a large-scale annual inter-school cultural festival and student talent exhibition across districts
(C) Developing innovative and creative pedagogical practices for diverse primary grade classroom learning needs
(D) Handling an emergency evacuation situation during an immediate structural safety crisis or sudden fire hazard

14. What is the major disadvantage associated with a pure Laissez-Faire leadership style in a secondary school?

(A) It severely stifles staff creativity and reduces job satisfaction among experienced secondary school teachers
(B) It causes excessively slow decision-making processes due to repetitive consultations and voting procedures
(C) It leads to a lack of directional clarity, chaos, and non-completion of key institutional objectives
(D) It creates rigid hierarchical and bureaucratic barriers between the Head of School and instructional staff

15. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Laissez-faire leadership often succeeds when applied among highly motivated, expert research faculty in advanced educational institutes.
Reason (R): Laissez-faire style provides maximum autonomy, allowing self-directed professionals to function without unnecessary administrative interference.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the classic Kurt Lewin experiments on leadership styles, which group atmosphere exhibited the highest level of original thinking and task interest, even when the leader temporarily left the room?
(A) Autocratic group
(B) Laissez-faire group
(C) Bureaucratic group
(D) Democratic group

17. Which classical leadership style is characterized by "leader non-interference, complete freedom to subordinates, and absence of leader participation in goal determination"?
(A) Laissez-faire style
(B) Democratic style
(C) Bureaucratic style
(D) Paternalistic style

18. A Principal who relies strictly on formal rules, regulations, official channels, and established civil service codes to manage everyday school operations exhibits which leadership style?
(A) Charismatic Leadership
(B) Transformational Leadership
(C) Bureaucratic Leadership
(D) Servant Leadership

19. What distinguishes Transactional Leadership from Transformational Leadership?
(A) Transactional leadership relies on performance exchanges; transformational leadership motivates through intrinsic values and growth.
(B) Transactional leadership focuses exclusively on long-term vision; transformational leadership manages daily routine school operations.
(C) Transactional leadership avoids administrative rules; transformational leadership enforces rigid statutory civil service protocols.
(D) Transactional leadership applies only to higher education; transformational leadership is restricted to pre-primary school levels.

20. A school Principal announces that teachers whose students achieve a 100% pass rate in Class XII Board Examinations will receive favorable recommendations for state teacher awards and preference in duty scheduling, whereas those with poor pass percentages will be issued formal explanation letters. This approach reflects which leadership model?
(A) Transformational Leadership focused on inspiring long-term intellectual growth and shared vision
(B) Servant Leadership prioritizing the personal welfare, service, and ethical development of staff
(C) Distributed Leadership spreading administrative authority across departmental heads and team chairs
(D) Transactional Leadership operating through contingent rewards and management by exception

21. Which of the following is NOT one of the "Four Is" of Transformational Leadership defined by Bernard Bass?
(A) Idealized Influence
(B) Institutional Standardization
(C) Inspirational Motivation
(D) Intellectual Stimulation

Downloaded from www.pdf.tube

MCQGPT

22. Consider the following dimensions of leadership and match them with their defining features:

I. Idealized Influence — Serves as a role model with high ethical standards

II. Intellectual Stimulation — Encourages followers to question assumptions and innovate

III. Individualized Consideration — Gives personal attention and mentoring to individual team members

IV. Contingent Reward — Contracts exchange of rewards for effort and performance

Which of the pairs given above are correctly matched?

(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

23. In Transactional Leadership, "Management by Exception (Active)" refers to a situation where the leader:

(A) Intervenes only after organizational standards are breached or operational errors have already occurred
(B) Delegates all administrative decision-making authority to subordinates without maintaining direct follow-up
(C) Inspires and motivates followers primarily through personal charisma, shared vision, and emotional speeches
(D) Actively monitors ongoing performance for errors and deviations to take immediate corrective action

24. A school Principal who acts as a mentor, prioritizes the personal growth and ethical development of teachers, puts the welfare of students and staff above self-interest, and views leadership as service is exhibiting:

(A) Servant Leadership
(B) Charismatic Leadership
(C) Transactional Leadership
(D) Bureaucratic Leadership

25. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):

Assertion (A): Transformational leadership in schools leads to higher teacher commitment, extra effort, and continuous professional growth compared to purely transactional leadership.

Reason (R): Transformational leaders appeal to followers' higher-order intrinsic needs, moral values, and personal development rather than mere compliance.

In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. The concept of "Distributed Leadership" in school administration primarily advocates that:

(A) Leadership functions must be strictly confined to the senior-most administrative officer holding statutory authority in the institution.
(B) Leadership activities are spread across multiple individuals, teams, and formal or informal roles throughout the school community.
(C) Financial disbursement authority is distributed equally and mandatory among all non-teaching staff members in the administrative office.
(D) The central administrative Directorate of Education directly manages day-to-day instructional and classroom teaching decisions.

27. What is the core focus of "Instructional Leadership" as applied in educational institutions?

(A) Direct involvement in improving teaching-learning processes, curriculum delivery, and student outcomes
(B) Managing routine financial disbursements, contingent bills, service registers, and audit compliance
(C) Representing the educational institution in legal disputes, court proceedings, and statutory arbitration
(D) Supervising major civil engineering repairs and infrastructure construction projects on school premises

28. According to Philip Hallinger's model of Instructional Leadership, which of the following is ONE of the three major dimensions?

(A) Managing Contingent Funds
(B) Enforcing Disciplinary Proceedings
(C) Defining the School Mission
(D) Conducting Annual Audits

29. A Head of School who spends significant time visiting classrooms, reviewing lesson plans, providing feedback to teachers, and analyzing student assessment data is demonstrating:
(A) Laissez-faire Leadership
(B) Bureaucratic Management
(C) Transactional Administration
(D) Instructional Leadership

30. Which theory of leadership posits that leaders possess inherent physical, intellectual, and personality attributes that distinguish them from non-leaders?
(A) Situational Theory
(B) Path-Goal Theory
(C) Trait Theory
(D) Contingency Theory

31. The Ohio State Leadership Studies identified two primary dimensions of leader behavior. What are they?
(A) Contingent Reward and Management by Exception
(B) Initiating Structure and Consideration
(C) Task Orientation and Relationship Orientation
(D) Authority and Obedience

32. Which of the following statements regarding Hersey and Blanchard's Situational Leadership Theory are correct?
I. The optimal leadership style depends on the readiness/maturity level of the followers.
II. Leadership styles range from Telling (S1), Selling (S2), Participating (S3), to Delegating (S4).
III. Subordinate readiness is determined solely by academic qualifications.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

33. According to Hersey and Blanchard's Situational Leadership Model, which leadership style should a Principal adopt for a newly recruited, inexperienced teacher who demonstrates high enthusiasm but low job competence (Readiness Level R1)?
(A) Telling / Directing (High Task, Low Relationship)
(B) Delegating Style (Low Task, Low Relationship)
(C) Participating Style (Low Task, High Relationship)
(D) Selling / Coaching (High Task, High Relationship)

34. In Fred Fiedler's Contingency Model of Leadership, situational favorableness is evaluated based on which three variables?
(A) Strategic Vision, Organizational Mission, and Institutional Core Values
(B) Employee Motivation, Workplace Hygiene Factors, and Job Performance
(C) Leader-Member Relations, Task Structure, and Leader Position Power
(D) Operational Communication, Group Cohesion, and Administrative Control

35. In a newly established Delhi Government Model Sanskriti School, the Principal finds that the faculty members are highly competent, experienced, and self-motivated (Readiness Level R4). According to Hersey and Blanchard's Situational Leadership model, which style should the Principal primarily employ with this faculty?
(A) Delegating (S4)
(B) Directing / Telling (S1)
(C) Coaching / Selling (S2)
(D) Supporting / Participating (S3)

36. Which leadership theory, developed by Robert House, suggests that a leader's function is to clear obstacles and pave the path for subordinates to achieve personal and organizational goals?
(A) Trait Theory
(B) Leader-Member Exchange (LMX) Theory
(C) Fiedler's Contingency Model
(D) Path-Goal Theory

37. In House's Path-Goal Theory, when teachers face ambiguous, complex, and unstructured curriculum tasks, which leader behavior is most effective?
(A) Supportive Leadership
(B) Directive Leadership
(C) Participative Leadership
(D) Achievement-Oriented Leadership

38. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Fiedler's Contingency Model asserts that a leader's style is fixed and that effective leadership depends on placing the leader in a situation that matches their style.
Reason (R): According to Fiedler, leaders can

Click Here to Buy book on Amazon

easily change their fundamental personality traits and LPC (Least Preferred Co-worker) orientation to fit any given administrative situation.

In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. In the Managerial Grid developed by Blake and Mouton, a Principal who exhibits high concern for production/tasks (9) and low concern for people (1) reflects which management orientation?

(A) Impoverished Leadership Management Style (1,1)
(B) Country Club Administrative Management (1,9)
(C) Team Management Organizational Style (9,9)
(D) Task / Authority-Compliance Management (9,1)

40. In Blake and Mouton's Managerial Grid, which position represents the most ideal leadership style characterized by high concern for both task accomplishment and people's needs?

(A) Team Management (9,9)
(B) Country Club Management (1,9)
(C) Middle-of-the-Road Management (5,5)
(D) Impoverished Management (1,1)

41. Charismatic Leadership relies primarily on which form of power?

(A) Formal legitimate authority, legal sanctions, and coercive enforcement power
(B) Personal appeal, strong emotional connection, and inspirational referent power
(C) Bureaucratic statutory rules, civil service codes, and official protocols
(D) Statutory reward power exercised through financial grants and promotions

42. What is a key risk or limitation associated with Charismatic Leadership in an educational institution?

(A) Excessive over-reliance on rigid civil service procedures and official administrative channels
(B) Creation of institutional dependency on the leader, causing organizational vulnerability upon departure
(C) Complete inability to inspire teaching staff or communicate a compelling long-term institutional vision
(D) Rigid insistence on statutory financial compliance at the complete expense of educational innovation

43. Which of the following best describes "Participative Leadership"?

(A) The Principal involves staff, students, and community members in problem analysis and decision-making.
(B) The Principal delegates total legal and financial liability to subordinate staff committees without oversight.
(C) The Principal follows instructions issued by staff members without exercising independent executive judgment.
(D) The Principal makes administrative decisions independently and subsequently attempts to persuade staff to accept them.

44. Total Quality Management (TQM) in education emphasizes which fundamental principle?

(A) Conducting periodic punitive inspections and formal disciplinary proceedings against teaching staff
(B) Maintaining strict adherence to historic, traditional pedagogical methods without any institutional change
(C) Continuous improvement (Kaizen), customer and student satisfaction, and collaborative systemic teamwork
(D) Centralization of all administrative decision-making powers within external statutory regulatory bodies

45. In a SWOT analysis conducted by a school Principal, which elements are considered internal factors of the institution?

(A) Strengths and Opportunities
(B) Weaknesses and Threats
(C) Opportunities and Threats
(D) Strengths and Weaknesses

46. In a SWOT analysis for a government school, an increasing availability of corporate CSR funds for digital labs in the surrounding area represents an:

(A) Internal Strength
(B) Internal Weakness
(C) External Opportunity
(D) External Threat

MCQGPT

47. Which of the following represents a key distinction between "Supervision" and "Inspection" in an educational setup?
(A) Supervision is strictly authoritative and evaluative; inspection is inherently developmental and supportive.
(B) Supervision is continuous, democratic, and growth-oriented; inspection is periodic and compliance-oriented.
(C) Supervision is performed exclusively by external agency auditors; inspection is conducted by peer teachers.
(D) Supervision aims primarily to penalize non-performance; inspection aims to provide instructional guidance.

48. Consider the following types of educational supervision and their defining characteristics:
I. Corrective Supervision — Focuses primarily on identifying faults and errors to rectify them immediately
II. Preventive Supervision — Anticipates potential difficulties and mistakes to prevent them before occurrence
III. Creative Supervision — Encourages teacher originality, initiative, and experimentation in pedagogy
IV. Clinical Supervision — Involves intensive classroom observation and collaborative feedback cycles
Which of the above pairs are correctly matched?
(A) I and II only
(B) III and IV only
(C) I, III and IV only
(D) I, II, III and IV

49. "Clinical Supervision" as conceptualized by Goldhammer and Cogan is structured primarily around which process?
(A) A structured cycle of pre-observation conference, observation, analysis, and post-observation feedback
(B) Conducting unannounced surprise classroom visits followed by immediate formal disciplinary warnings
(C) Scrutinizing stock registers, contingent financial vouchers, and official administrative records
(D) Compiling annual confidential performance appraisal reports without direct classroom observation contact

50. Which type of supervision actively promotes democratic decision-making, teacher autonomy, and collaborative instructional inquiry?
(A) Autocratic / Directing Supervision
(B) Corrective Inspection Management
(C) Democratic / Co-operative Supervision
(D) Laissez-faire Administrative Neglect

51. What is the main objective of Academic Mentoring provided by senior teachers or Head of School to newly recruited teachers?
(A) To support professional growth, classroom management skills, and pedagogical confidence through guided scaffolding
(B) To complete service book entries, verify academic certificates, and process official administrative documentation
(C) To prepare formal show-cause notices and document performance deficits for administrative disciplinary action
(D) To enforce strict compliance with staff attendance records, leave rules, and official administrative codes

52. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Clinical supervision aims to improve classroom instruction through non-judgmental, objective classroom observations and direct feedback.
Reason (R): Clinical supervision is primarily designed to generate quantitative ratings for annual confidential performance appraisals (APAR).
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

53. According to Abraham Maslow's Hierarchy of Needs theory, which need level must be reasonably satisfied before an employee can be motivated by esteem and self-actualization needs?
(A) Social / Belongingness Needs
(B) Safety and Physiological Needs
(C) Both (A) and (B)
(D) Neither (A) nor (B)

54. In Frederick Herzberg's Two-Factor Theory (Motivation-Hygiene Theory), which of the

Downloaded from www.pdf.tube

following is classified as a "Motivator" (Intrinsic Factor)?
(A) Working Conditions
(B) Salary and Allowances
(C) Recognition and Achievement
(D) Company Policies and Administration

55. According to Herzberg's theory, improving "Hygiene Factors" (such as clean staff rooms, timely salary, and job security) results in:
(A) High internal work motivation, deep engagement, and pedagogical job enrichment
(B) Immediate and sustainable increase in creative classroom instructional practices
(C) Complete fulfillment of self-actualization and high-level psychological needs
(D) Prevention of job dissatisfaction without necessarily driving higher motivation

56. A school Principal observes that despite comfortable staff room amenities, competitive salary scales, and job security, several senior teachers show minimal enthusiasm for introducing modern interactive teaching techniques. To motivate them, the Principal gives them autonomy to design new interdisciplinary projects and publicly recognizes their innovations. Which theory of motivation aligns with the Principal's intervention?
(A) Herzberg's Two-Factor Theory (focusing on Motivators)
(B) McGregor's Theory X
(C) Vroom's Expectancy Theory (focusing purely on hygiene factors)
(D) Taylor's Scientific Management Theory

57. Douglas McGregor's "Theory X" assumption about human behavior implies that:
(A) Employees naturally enjoy their daily work duties and actively seek higher administrative responsibility.
(B) Employees inherently dislike work, avoid responsibility, and must be coerced or directed to perform duties.
(C) Employees are inherently self-directed and creative when genuinely committed to institutional goals.
(D) Employee work motivation depends entirely on participating in shared democratic decision-making processes.

58. A Principal who adopts McGregor's "Theory Y" perspective towards school staff will likely:
(A) Maintain tight surveillance, rigid supervision, and strict staff attendance monitoring systems
(B) Delegate authority, provide professional autonomy, and actively encourage staff self-direction
(C) Issue formal written show-cause warnings and explanation letters for minor procedural lapses
(D) Use financial penalties and administrative sanctions as primary mechanisms for performance control

MCQGPT

59. In Victor Vroom's Expectancy Theory of Motivation, Motivation is defined as a mathematical product of which three variables?
(A) Expectancy, Instrumentality, and Valence
(B) Need factors, Drive states, and Incentives
(C) Hygiene factors, Motivators, and Growth
(D) Effort level, Worker Ability, and Roles

60. Which of the following statements regarding Victor Vroom's Expectancy Theory are correct?
I. Expectancy is the belief that one's effort will lead to desired performance.
II. Instrumentality is the belief that performance will be rewarded.
III. Valence is the value an individual places on the expected reward.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

61. Which of the following represents a downward communication channel in a school organizational structure?
(A) A school teacher submitting a formal written leave application or grievance representation to the Principal
(B) Informal discussions and personal conversations held among teaching staff during lunch break periods
(C) A parent-teacher association feedback form officially submitted to the Head of School for evaluation
(D) The Principal issuing an official administrative circular specifying examination invigilation duties

62. "Grapevine" communication in an educational institution refers to:
(A) Formal written policy directives and administrative circulars issued by the

Directorate of Education
(B) Official statutory notices and policy announcements displayed publicly on the school notice board
(C) Informal, unofficial communication networks that emerge naturally among school staff members
(D) Structured bilateral academic supervisory reports prepared by senior educational administrators

63. What is a major barrier to effective communication in a hierarchical administrative setup?
(A) Active listening practices and open constructive feedback channels across administrative departments
(B) Semantic ambiguity, emotional barriers, and filtering of information through hierarchical layers
(C) Clear structural organizational charts and regularly updated official administrative circulars
(D) Widespread use of standardized modern digital communication and messaging tools in the office

64. In Thomas-Kilmann's Conflict Mode Instrument, which style of conflict resolution is characterized by high assertiveness and high cooperativeness, aiming for a win-win outcome?
(A) Competing
(B) Avoiding
(C) Accommodating
(D) Collaborating

65. When two teacher groups have conflicting demands regarding summer vacation duty rosters, and the Principal suggests a solution where both sides make equal concessions to reach a mutually acceptable middle ground, which conflict management style is used?
(A) Compromising
(B) Avoiding
(C) Dominating
(D) Accommodating

66. What is the first stage in Kurt Lewin's classic Three-Stage Model of Change Management?
(A) Moving / Changing
(B) Refreezing
(C) Unfreezing
(D) Institutionalizing

67. In Kurt Lewin's Change Model, "Refreezing" involves:
(A) Reinforcing, stabilizing, and solidifying new behaviors and norms into the institutional culture
(B) Identifying the urgent need for structural change and systematically breaking down old mindsets
(C) Testing novel pedagogical tools and instructional practices across classrooms on a trial basis
(D) Overcoming initial employee resistance through top-down enforcement of mandatory directives

68. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Resistance to organizational change among school staff often stems from fear of the unknown, loss of perceived control, and increased workload.
Reason (R): Effective change leaders reduce resistance by involving teachers early in the planning process, providing training, and clearly communicating the benefits of the change.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. Which of the following is an effective strategy for a Principal to manage staff resistance when introducing mandatory digital ICT integration in classrooms?
(A) Threatening non-compliant staff with immediate formal suspension under service disciplinary rules
(B) Organizing hands-on capacity-building workshops, peer-mentoring systems, and addressing anxieties
(C) Cancelling digital ICT implementation plans entirely to preserve internal institutional harmony
(D) Outsourcing day-to-day classroom instructional teaching duties entirely to private tech vendors

70. What is the primary purpose of Staff Development programs in schools?
(A) To satisfy procedural audit queries and

Click Here to Buy book on Flipkart

financial compliance issues raised by statutory audit teams
(B) To fill vacant administrative posts and departmental vacancies quickly without fresh recruitment
(C) To continuously upgrade pedagogical competencies, domain knowledge, and skills of school personnel
(D) To reduce the total number of required operational working days in the annual academic calendar

71. Teacher Appraisal in educational management is primarily meant to serve which twin purposes?
(A) Institutional financial recovery procedures and official employee penal sanctions
(B) Official seniority list determination and routine inter-district staff transfers
(C) Daily timetable workload allocation and temporary teacher proxy arrangements
(D) Professional development (formative) and administrative accountability (summative)

72. A Principal conducts annual performance appraisals of teachers. Instead of using appraisal purely for filled Annual Performance Assessment Report (APAR) ratings, the Principal uses observation findings to design customized in-service training workshops for teachers needing improvement in assessment design. This practice reflects which approach to teacher appraisal?
(A) Formative and developmental appraisal
(B) Purely administrative/summative appraisal
(C) Punitive inspectorial appraisal
(D) Arbitrary bureaucratic control

73. "School Culture" differs from "School Climate" in that School Culture represents:
(A) The immediate, short-term psychological atmosphere, daily perceptions, and overall feelings of safety within the school environment
(B) The deep-seated, historically evolved shared values, beliefs, traditions, and unwritten cultural norms of the school community
(C) The ambient temperature, physical ventilation standards, architectural layout, and overall infrastructural conditions of classrooms
(D) The aggregate statistical pass percentage and academic grading metrics achieved by students in annual state board examinations

74. Which type of school climate is characterized by high teacher professional commitment, high supportive behavior from the Principal, and minimal administrative hindrance or friction?
(A) Closed Climate
(B) Open Climate
(C) Paternalistic Climate
(D) Autonomous Climate

75. In Halpin and Croft's organizational climate research, a "Closed Climate" in a school is marked by:
(A) High principal aloofness, high burden of routine paperwork, and low teacher morale or satisfaction
(B) High leader authenticity, open institutional communication, and high overall teacher work satisfaction
(C) Complete professional autonomy granted to teaching staff without any principal leadership or supervision
(D) High level of direct student participation in school administrative decision-making and governance

76. Consider the following statements regarding School Management Committees (SMCs) under Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009:
I. At least 75% of the total committee members must be parents or guardians of students.
II. Proportionate representation must be given to parents of children belonging to disadvantaged groups and weaker sections.
III. At least 50% of the total members of the committee must be women.
IV. The SMC is statutorily mandated to prepare the School Development Plan (SDP).
Which of the statements given above are correct?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

77. Under the RTE Act 2009, which of the following is NOT a statutory function of the School Management Committee (SMC)?
(A) Monitoring the working of the school
(B) Preparing and recommending the School Development Plan
(C) Monitoring the utilization of grants received from the appropriate Government
(D) Appointing and dismissing permanent Government school teachers directly

Downloaded from www.pdf.tube

78. Community participation in school governance through SMCs primarily helps to achieve:
(A) Systematic replacement of professional teaching staff with local community volunteers
(B) Achieving complete financial independence of public schools from government grant funding
(C) Greater transparency, local accountability, and community ownership in school functioning
(D) Total exemption of public schools from following statutory academic curriculum frameworks

79. In school records management, which record serves as the permanent primary record of a student's admission, date of birth, and academic progression in the school?
(A) Daily Student Attendance Register and Log
(B) Admission and Withdrawal Register (Scholar Register)
(C) Student Cumulative Guidance and Record Card
(D) Non-Consumable Office Contingent Stock Register

80. Why is accurate maintenance of stock registers (consumable and non-consumable) a critical administrative task for a Head of School under General Financial Rules (GFR)?
(A) To evaluate teacher pedagogical competency, classroom performance, and instructional effectiveness
(B) To determine student pass rates and academic performance trends in annual board examinations
(C) To fulfill statutory RTE requirements regarding teacher-pupil ratios and classroom allocations
(D) To ensure physical verification, prevent misappropriation, and maintain asset audit transparency

81. In the construction of a balanced school Timetable, what is the primary consideration regarding subject placement?
(A) Scheduling subjects requiring high cognitive concentration during early periods when mental freshness is highest
(B) Scheduling abstract and mentally demanding subjects like Mathematics exclusively during the final periods of the day
(C) Assigning all academically difficult subjects to substitute teachers during emergency absence coverages
(D) Scheduling physical education and sports periods continuously throughout the peak academic morning shift

82. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Construction of a school timetable is a complex administrative function requiring optimization of human resources, infrastructure, and pedagogical principles.
Reason (R): A well-constructed timetable ensures balanced workload distribution among teachers and prevents physical/mental fatigue among students.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

83. Under the Central Civil Services (Conduct) Rules applicable to government school staff in Delhi, a teacher is strictly prohibited from:
(A) Engaging directly or indirectly in private trade, business, or coaching classes
(B) Pursuing higher academic qualifications through official proper channel approval
(C) Participating in professional development workshops organized by state bodies
(D) Exercising the constitutional right to vote in local or general elections

84. Which of the following leadership styles is most closely aligned with the concept of "Distributed Leadership"?
(A) Autocratic Leadership Style
(B) Bureaucratic Leadership Style
(C) Charismatic Authoritarian Style
(D) Shared / Democratic Leadership

85. According to Robert Blake and Jane Mouton, a leader who shows low concern for task production (1) and high concern for people (9) is operating under which management style?
(A) Impoverished Management
(B) Country Club Management
(C) Task Management
(D) Team Management

MCQGPT

86. What is the fundamental concept behind "Followership" in leadership studies?
(A) Followers are strictly passive recipients of top-down orders with no active role in determining institutional outcomes.
(B) Followership represents an inferior administrative status designated for non-performing or low-ability staff members.
(C) Leadership and followership are interdependent; effective followers are active, critical thinkers supporting goals.
(D) Followership completely eliminates the requirement for maintaining formal administrative structures within schools.

87. In Robert Kelley's Typology of Followership, which follower style displays high critical thinking and active engagement, offering constructive support and honest feedback to the leader?
(A) Passive Followers (Sheep)
(B) Conformist Followers (Yes-People)
(C) Alienated Followers
(D) Exemplary / Effective Followers

88. In a staff planning meeting, Teacher A consistently agrees with every proposal made by the Principal without evaluation, while Teacher B respectfully questions assumptions, analyzes feasibility, offers alternative strategies, and actively works to implement agreed decisions. According to Kelley's followership model, Teacher B is an:
(A) Exemplary / Effective Follower
(B) Alienated Critical Follower
(C) Conformist Passive Follower
(D) Pragmatic Survivor Follower

89. In Ira Chaleff's model of Courageous Followership, a courageous follower has the courage to:
(A) Blindly obey all top-down administrative directives regardless of ethical or professional concerns
(B) Challenge policies, assume responsibility, serve the institution, and take a moral stand when necessary
(C) Avoid taking any personal initiative or responsibility in major instructional and administrative projects
(D) Systematically undermine organizational vision and strategic goals through continuous passive resistance

90. Which of the following statements regarding Transactional and Transformational Leadership are correct?
I. Transactional leadership emphasizes contingent rewards and corrective intervention.
II. Transformational leadership seeks to transform the ethical and motivational climate of the school.
III. Transformational leaders rely primarily on coercive statutory powers to force compliance.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

91. The Great Man Theory of leadership posits that:
(A) Leaders are born, not made, possessing innate hero-like qualities.
(B) Leadership skills can be systematically taught through short training courses.
(C) Leadership is entirely determined by environmental contingencies.
(D) Leadership is an outcome of distributed network dynamics.

92. In Kurt Lewin's leadership experiments, which style led to the highest quantity of work produced when the leader was present, but showed immediate drop-off and hostility when the leader left?
(A) Democratic
(B) Laissez-faire
(C) Autocratic
(D) Participative

93. A Principal using an "Instructional Leadership" lens focuses primary administrative energy on which of the following tasks?
(A) Approving contingent fuel bills and routine transportation vouchers for official administrative vehicles
(B) Managing legal court suits and statutory arbitration proceedings filed directly against the department
(C) Supervising external playground land demarcation disputes and boundary wall infrastructure projects
(D) Evaluating classroom instruction, analyzing student achievement data, and aligning academic curriculum goals

Click Here to Buy book on Amazon

94. What is the main characteristic of a "Charismatic Leader"?
(A) Deep adherence to codified civil service rules, statutory regulations, and official historical precedent files
(B) Total delegatory detachment from daily administrative operations and active school leadership functioning
(C) Exceptional personal charm, vision, and emotional appeal inspiring strong devotion among followers
(D) High technical expertise in public accounting, contingent expenditure processing, and financial budgeting

95. In Hersey and Blanchard's model, follower maturity/readiness is defined by which two components?
(A) Biological Age and Total Years of Seniority in Civil Service
(B) Job Ability (Competence) and Psychological Willingness (Commitment)
(C) Formal Academic Qualifications and Designated Office Pay Grade
(D) External Political Influence and Local Community Social Status

96. When a Principal involves subject teachers, students, and parent representatives in formulating the school's safety and discipline guidelines, which leadership style is being practiced?
(A) Autocratic Leadership Style
(B) Laissez-faire Leadership Style
(C) Bureaucratic Leadership Style
(D) Participative / Democratic Leadership

97. Which of the following is an example of an "Internal Strength" in a school's SWOT analysis?
(A) Having highly qualified, experienced, and dedicated teaching staff in the school
(B) Availability of new government financial grant schemes launched for state schools
(C) Sudden opening of a private competitor school within the immediate neighborhood
(D) Rapidly changing demographic and population trends in the municipal school zone

98. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Distributed leadership in schools creates a culture of shared responsibility and enhances institutional capacity for continuous improvement.
Reason (R): Distributed leadership means the Head of School abdicates administrative and statutory responsibility, leaving all legal liability to teacher committees.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

99. Which theory of motivation suggests that individuals compare their job inputs and outcomes with those of referent others to perceive fairness or unfairness?
(A) Adams' Equity Theory
(B) Maslow's Need Hierarchy
(C) Herzberg's Two-Factor Theory
(D) Skinner's Reinforcement Theory

100. In Adams' Equity Theory, if a teacher perceives an under-reward inequity (e.g., performing equal work for less recognition than a colleague), the teacher is likely to:
(A) Significantly increase daily work effort and operational performance efficiency
(B) Express complete personal commitment and loyalty to the institutional vision
(C) Experience deep personal fulfillment, motivation, and self-actualization
(D) Reduce inputs, experience job dissatisfaction, or lower performance output

101. What is the core principle behind "Scientific Management" as proposed by Frederick Winslow Taylor?
(A) Relying primarily on intuitive administrative styles and subjective decision-making processes
(B) Analyzing workflows scientifically to find the "one best way" to perform work tasks efficiently
(C) Granting complete individual autonomy and total freedom of methods to classroom teachers
(D) Prioritizing personal emotional intelligence over operational output and task productivity

102. Which management thinker introduced the concept of "Management by Objectives" (MBO)?
(A) Henri Fayol

MCQGPT

(B) Elton Mayo
(C) Peter Drucker
(D) Max Weber

103. In the "Management by Objectives" (MBO) approach, institutional goals are set through:
(A) Unilateral top-down administrative directives issued formally from the Directorate
(B) Informal external consensus reached periodically by community political leaders
(C) Random selection of operational performance target metrics at session end
(D) Joint collaborative goal-setting between supervisors and employees with clear metrics

104. Consider the following statements regarding Elton Mayo's Hawthorne Studies:
I. Social and psychological factors at work significantly influence employee productivity.
II. Informal work groups and peer pressure play a crucial role in shaping worker attitudes.
III. Financial incentives are the sole determinant of workplace output.
IV. Attention paid to workers by management can increase performance (Hawthorne Effect).
Which of the statements given above are correct?
(A) I and II only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

105. Henri Fayol identified 14 general principles of management. Which principle states that "an employee should receive orders from one superior only"?
(A) Unity of Direction
(B) Unity of Command
(C) Scalar Chain
(D) Division of Work

106. In Fayol's principles, "Scalar Chain" refers to:
(A) The physical arrangement and ergonomic layout of office furniture across administrative rooms
(B) The formal line of authority extending from top management to the lowest organizational levels
(C) Mandatory equal pay and uniform allowance scales for equal work performed across departments
(D) Systematic periodic rotation of staff members across various administrative and clerical duties

107. Which organizational structure is characterized by a dual chain of command, where employees report to both a functional manager and a project manager?
(A) Matrix Organization
(B) Line Organization
(C) Line and Staff Organization
(D) Committee Organization

108. In a Directorate of Education school, which file/register records the detailed service history, leave record, verification of character, and pay fixation of a permanent employee?
(A) Cash Book
(B) Contingent Register
(C) Service Book
(D) Acquittance Roll

109. What is the administrative purpose of an Acquittance Roll maintained in a school office?
(A) Official record of student class attendance registers and continuous internal assessment marks
(B) Detailed record of building maintenance financial grants sanctioned by Public Works Department
(C) Systematic log of library reference books and instructional materials issued to teaching faculty
(D) Official record of disbursement of salaries and allowances bearing the signature of the payee

110. An audit party points out that furniture purchased for the school library was entered directly in the consumable stock register instead of the non-consumable stock register, leading to incorrect accounting procedures. As the Head of Office, which administrative action must the Principal take to rectify this?
(A) Initiate formal major penalty disciplinary proceedings and dismiss the stock officer immediately under statutory CCS (CCA) rules.
(B) Formally declare and write off all newly acquired library furniture items as damaged or unserviceable store stock items.
(C) Direct the stock officer to transfer entries from consumable to non-consumable registers with full audit cross-references.
(D) Disregard and ignore the formal audit objection note completely on the grounds that stock registers carry no financial value.

Downloaded from www.pdf.tube

111. Which form of power, according to French and Raven, is based on a leader's formal authority delegated through an official position in the hierarchy?
(A) Expert Power
(B) Legitimate Power
(C) Referent Power
(D) Coercive Power

112. A Principal who earns the respect and influence of teachers through deep expertise in pedagogy and subject domain possesses which type of power?
(A) Legitimate Power
(B) Coercive Power
(C) Reward Power
(D) Expert Power

113. What is the fundamental focus of "Path-Goal Theory" regarding the role of a leader?
(A) To clarify performance pathways, remove work obstacles, and reward subordinates for goal achievement
(B) To systematically select and recruit followers based strictly on inherent psychological trait compatibility
(C) To enforce rigid bureaucratic administrative control through statutory disciplinary penalty mechanisms
(D) To maintain total passive non-interference and complete delegatory freedom in employee task performance

114. In Robert House's Path-Goal Theory, "Achievement-Oriented Leadership" is characterized by:
(A) Establishing clear routine steps and operational procedural guidelines for simple daily tasks
(B) Expressing genuine personal concern for employees' individual well-being, health, and social needs
(C) Setting challenging goals, expecting high performance, and showing confidence in staff abilities
(D) Consulting subordinate staff members extensively before making routine administrative decisions

115. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): High emotional intelligence (EQ) in a school Principal is a key predictor of effective institutional leadership and positive school climate.
Reason (R): Leaders with high EQ possess self-awareness, empathy, emotional self-regulation, and interpersonal relationship skills essential for managing school stakeholders.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

116. Daniel Goleman's model of Emotional Intelligence includes five core components. Which of the following is NOT one of them?
(A) Self-Awareness dimension
(B) Empathy and Compassion
(C) Interpersonal Social Skills
(D) Authoritarian Control

117. Which of the following best describes "Authentic Leadership"?
(A) Leaders who frequently adapt their core moral principles depending on immediate political expediency and situational benefits
(B) Leaders who act in accordance with deep moral values, show transparency, build trust, and maintain consistency in actions
(C) Leaders who rely exclusively on rigid statutory regulations and official civil service rules to compel subordinate compliance
(D) Leaders who present a charismatic public facade primarily to manipulate subordinate perceptions and maintain institutional power

118. In the context of school management, "Total Quality Management" (TQM) views parents and students as:
(A) Passive beneficiaries of statutory administrative mandates and government policy directives
(B) External regulatory audit agencies responsible for inspecting institutional financial compliance
(C) Primary stakeholders and customers whose needs must be met with continuous quality enhancement
(D) Internal administrative office personnel responsible for managing day-to-day routine operations

MCQGPT

119. What is the "Kaizen" philosophy in TQM as applied to school leadership?
(A) Radical, disruptive administrative restructuring of institutional operational frameworks overnight
(B) Maintaining strict, rigid adherence to traditional historical teaching methodologies without change
(C) Annual formal penalization and salary withholding of lowest-performing school staff members
(D) Continuous, incremental improvement in all processes involving all organizational members

120. Under the Delhi School Education Act & Rules (DSEAR) 1973, what is the primary role of the Head of School (Principal) regarding school discipline?
(A) Exercising administrative control, maintaining discipline, and taking corrective actions within statutory guidelines
(B) Retaining absolute power to expel students without adhering to mandatory principles of natural justice and due procedure
(C) Delegating campus discipline and student behavioral management completely to external law enforcement authorities
(D) Ignoring student non-attendance, classroom truancy, and behavioral infractions across all academic departments

121. What is the primary administrative utility of a "School Master Timetable"?
(A) Displaying the individual operational duty roster and work schedule of non-teaching administrative staff members only
(B) Providing a comprehensive overview of class schedules, teacher availability, subject distribution, and room usage
(C) Submitting monthly financial contingent expenditure claims and payroll statements directly to the district Treasury
(D) Tracking daily student fee collections, tuition receipts, and institutional financial deposits across grade levels

122. Which of the following features are characteristic of a "Closed School Climate"?
I. High degree of teacher disengagement and frustration
II. Principal acts in a formal, aloof, and unsupportive manner
III. High sense of academic achievement and institutional pride among staff
IV. High administrative hindrance with trivial paperwork overload
Which of the above statements is/are correct?
(A) I, II and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

123. The "360-Degree Feedback" evaluation model in leadership development involves collecting feedback from:
(A) Superiors, peers, subordinates, and self-evaluation
(B) External statutory financial audit teams exclusively
(C) Parents and local political community leaders only
(D) Past retired employees and former institutional heads

124. In the context of educational supervision, what is the main drawback of traditional "Inspection" compared to modern "Supervision"?
(A) Inspection focuses excessively on long-term teacher professional growth rather than immediate regulatory compliance.
(B) Inspection requires too much administrative time and effort to build authentic mutual trust among teaching staff.
(C) Inspection is often autocratic and fault-finding rather than constructive, collaborative, and improvement-oriented.
(D) Inspection completely eliminates standard administrative record-keeping and statutory documentation requirements.

125. Which of the following leadership styles relies heavily on continuous consultation and voting to reach consensus, but may suffer from slow decision-making in crisis situations?
(A) Autocratic Style
(B) Laissez-faire Style
(C) Bureaucratic Style
(D) Democratic Style

126. According to Likert's Management Systems, "System 4" represents which administrative management approach?
(A) Exploitative-Authoritative
(B) Benevolent-Authoritative
(C) Participative-Group
(D) Consultative

Click Here to Buy book on Flipkart

127. In Rensis Likert's System 4 (Participative-Group) management model:
(A) Decision-making is strictly centralized at the top with fear-based control and downward communication.
(B) Decision-making is widely distributed, communication flows multi-directionally, and trust is established.
(C) Communication flows downwards exclusively from top administrative officers without any feedback mechanisms.
(D) Subordinates have complete non-involvement in goal determination, institutional planning, or policy execution.

128. A Principal notices that despite sending three reminders, a senior teacher has failed to submit class continuous assessment records. The Principal schedules a private bilateral meeting, listens to the teacher's personal difficulty, provides administrative scaffolding, and establishes a firm, mutually agreed deadline. Which supervisory and leadership approach is demonstrated by the Principal?
(A) Punitive Autocratic Action involving immediate formal show-cause notices
(B) Laissez-faire Total Neglect avoiding all supervisory intervention
(C) Bureaucratic Escalation to Higher Authorities for statutory action
(D) Supportive / Democratic Supervision with firm administrative clarity

129. What is the term used for the process of allocating educational tasks to staff members based on their specific expertise, workload norms, and professional domain?
(A) Academic Delegation and Division of Labor
(B) Administrative Financial Recovery Procedure
(C) Laissez-faire Operational Drift Process
(D) Punitive Departmental Staff Re-assignment

130. The "Johari Window" model is used in leadership and personal development to improve:
(A) Double-entry financial bookkeeping accuracy and audit reconciliation procedures
(B) Physical inventory store control systems and non-consumable stock verification
(C) Self-awareness, interpersonal communication, and mutual team understanding
(D) Structural engineering safety standards and physical building infrastructure checks

131. In the Johari Window, the quadrant containing information known to self but unknown to others is called the:
(A) Hidden Area (Facade)
(B) Open Area (Arena)
(C) Blind Area (Blind Spot)
(D) Unknown Area

132. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Participative leadership always leads to immediate, rapid decision-making in emergency administrative crises.
Reason (R): Participative leadership involves extensive dialogue, consensus-building, and consultation across stakeholder groups, which requires time.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

133. Which of the following is a primary feature of "Creative Supervision"?
(A) Insisting that all teachers strictly follow identical, rigid lesson presentation scripts without variation
(B) Encouraging teachers to experiment with novel pedagogical techniques and express individual originality
(C) Focusing exclusively on identifying administrative and clerical errors in routine teacher record registers
(D) Delegating classroom supervisory duties and academic evaluations entirely to non-teaching office staff

134. In educational administration, "Span of Control" refers to:
(A) The physical geographical region and territorial boundaries managed by a regional school district office
(B) The maximum statutory administrative tenure allowed for a Principal serving within a single public school
(C) The number of subordinates or departments directly supervised by a single administrative leader
(D) The maximum financial limit of contingent expenditure delegated statutorily to a Head

MCQGPT

of Office

135. When a Principal exercises a narrow "Span of Control", it typically results in an organizational structure that is:
(A) Flat structure with very few hierarchical administrative levels
(B) Decentralized structure with complete subordinate work autonomy
(C) Informal organizational structure lacking clear lines of authority
(D) Tall structure with multiple hierarchical levels and close supervision

136. What is the main objective of conducting a "SWOT Analysis" prior to formulating a School Development Plan under RTE?
(A) To evaluate internal strengths and weaknesses alongside external opportunities and threats to ground planning in reality
(B) To generate detailed statistical performance reports for initiating formal administrative disciplinary actions against staff
(C) To rank public educational institutions across districts in strict hierarchical order of administrative operational seniority
(D) To calculate long-term financial liabilities and annual pension disbursements for retiring teaching and non-teaching staff

137. Which leadership style is most closely associated with the phrase "Do what I tell you"?
(A) Democratic / Consultative Style
(B) Authoritarian / Coercive Style
(C) Affiliative / Relationship Style
(D) Pacesetting / Goal-Driven Style

138. Consider the following characteristics of leadership styles according to Daniel Goleman:
I. Coercive Style — Demands immediate compliance ("Do what I tell you")
II. Authoritative/Visionary Style — Mobilizes people toward a shared vision ("Come with me")
III. Affiliative Style — Creates harmony and builds emotional bonds ("People come first")
IV. Pacesetting Style — Sets high standards for performance ("Do as I do, now")
Which of the above pairs are correctly matched?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

139. In Goleman's leadership styles, which style works best to heal rifts in a team or to motivate people during stressful circumstances?
(A) Affiliative Style
(B) Coercive Style
(C) Pacesetting Style
(D) Bureaucratic Style

MCQGPT

140. Which of the following is a potential negative side-effect of a strong "Pacesetting" leadership style if used excessively by a Principal?
(A) Complete lack of operational clarity in defining core institutional goals
(B) Over-reliance on repetitive committee meetings and slow decision-making
(C) Subordinate burnout, high pressure, and reduced morale among struggling staff
(D) Serious financial irregularities in non-contingent administrative expenditure

141. The concept of "Instructional Rounds", adapted from medical rounds for educational supervision, involves:
(A) Unilateral punitive inspections conducted by district education officers to enforce statutory compliance
(B) Physical verification of non-consumable financial asset registers located within secondary classrooms
(C) Systematic maintenance and updating of physical building infrastructure records by office clerks
(D) Groups of educators visiting classrooms systematically to observe learning and gather objective data

142. A Delhi Government school Principal notices that during the monthly SMC meetings, parent members remain silent and passively agree to all official resolutions. To foster genuine community participation, the Principal reorganizes meetings into small focus discussion groups in local language and invites parents to share specific suggestions on student safety and midday meals. This action by the Principal demonstrates:
(A) Transactional contingent management focused on routine operational task completion
(B) Bureaucratic compliance aimed at fulfilling statutory RTE paperwork requirements only
(C) Empowering, inclusive leadership aimed at fostering genuine community participation
(D) Autocratic administrative control exerted unilaterally over parent stakeholders

143. Which of the following financial rules governs the general principles of public procurement, budgeting, and financial management in Central Government/Delhi Autonomous educational institutions?
(A) Central Civil Services (Pension) Rules
(B) General Financial Rules (GFR), 2017
(C) Fundamental Rules and Supplementary Rules (FR/SR)
(D) Right to Information (RTI) Act, 2005

144. Under General Financial Rules (GFR), physical verification of fixed assets (non-consumable stock) in a school must be conducted at least once in every:
(A) Month
(B) Six months
(C) Three years
(D) Year (12 months)

145. What is the fundamental responsibility of a Head of School as a Designated Drawing and Disbursing Officer (DDO)?
(A) Ensuring correct financial disbursement, account maintenance, treasury compliance, and audit readiness
(B) Directing state-level curriculum framework design and textbook selection across all secondary schools
(C) Conducting external administrative inspections and quality audits of neighboring private institutions
(D) Setting annual board examination question papers and confidential answer keys for state evaluation

146. In the context of school management, "Preventive Supervision" is best illustrated by:
(A) Issuing formal penalty orders after a major examination safety and security breach has already occurred
(B) Ignoring classroom teaching practices completely until formal parental complaints are officially filed
(C) Establishing clear protocols, safety drills, and briefing invigilators to prevent exam irregularities
(D) Retaining all administrative authority without delegating any supervisory duties to senior faculty

147. Leadership that transforms school culture by creating a collaborative environment, building shared vision, fostering continuous professional learning, and holding high expectations for all is known as:
(A) Transformational Educational Leadership
(B) Bureaucratic Educational Administration
(C) Transactional Educational Management
(D) Laissez-faire School Governance

148. During an academic year, a Principal finds that student performance in science subjects is declining. The Principal forms a team comprising the Head of the Science Department, senior teachers, and an external pedagogy expert to review the lab facilities, redesign classroom pedagogy, and mentor junior teachers. Which leadership model is the Principal exhibiting by sharing leadership tasks across expert team members?
(A) Autocratic Leadership Model
(B) Bureaucratic Authoritarianism
(C) Defensive Leadership System
(D) Distributed / Shared Leadership

149. What is the key goal of "Action Research" conducted by teachers under the guidance of an instructional school leader?
(A) To publish theoretical research papers in international peer-reviewed academic journals
(B) To investigate and solve practical classroom problems to improve educational practices
(C) To prepare statutory accounts and financial reports for annual submission to the PAO
(D) To rank students according to standardized national testing percentiles and grading

150. In the context of school management and supervision, what is the ultimate aim of all leadership tasks, administrative functions, and quality assurance mechanisms?
(A) Maximizing routine administrative documentation, office record-keeping, and file creation
(B) Achieving total centralized administrative control and monitoring over teacher workplace behavior
(C) Enhancing student learning outcomes, holistic child development, and institutional excellence
(D) Meeting procedural compliance targets continuously without driving institutional growth or change

****

Downloaded from www.pdf.tube

ANSWERS

MCQGPT

1. (A) Educational leadership involves influencing, inspiring, and directing school stakeholders toward the achievement of a shared educational vision.
Educational leadership centers on articulating a strategic vision and influencing stakeholders to work collaboratively toward continuous institutional improvement. While educational management emphasizes administrative compliance, resource maintenance, and daily operational routines, leadership focuses on inspiring organizational transformation. Effective school leaders align human potential with long-term pedagogical goals, fostering an environment where innovation, shared purpose, and collective growth thrive.

2. (C) The manager focuses on systems and structure, while the leader focuses on people.
Organizational theorist Warren Bennis distinguished management from leadership by emphasizing their distinct operational focal points. Management focuses on maintaining administrative systems, organizational structures, standard operating procedures, and institutional control. In contrast, leadership centers on inspiring human potential, cultivating trust, developing people, and fostering meaningful interpersonal relationships. Leaders originate strategic initiatives, whereas managers execute established routines.

3. (A) Organizing
In Luther Gulick's classical POSDCORB framework of administrative management, organizing represents the systematic establishment of a formal authority structure. Through organizing, work subdivisions are clearly defined, systematically arranged, and coordinated to achieve specified institutional objectives efficiently. It provides the structural backbone necessary for dividing tasks, assigning administrative duties, and establishing operational lines of authority across organizations.

4. (D) Goal setting and vision building
Aligning institutional annual plans with national policy frameworks like the National Education Policy 2020 reflects goal setting and vision building. This core leadership task requires heads of school to establish strategic direction, define academic priorities, and integrate progressive educational mandates into daily school planning. By setting clear targets for foundational literacy and numeracy, leaders direct institutional energy.

5. (A) Both A and R are true and R is the correct explanation of A
Educational management and educational leadership represent complementary administrative functions essential for sustainable institutional progress. Management provides the necessary structural stability, routine order, resource allocation, and regulatory compliance required to keep a school operating smoothly. Leadership complements this by driving vision, inspiring stakeholders, and promoting innovation, ensuring that administrative stability is matched by continuous educational improvement.

6. (C) To optimize the utilization of available human, physical, and financial resources based on local school needs and priorities
Institutional planning is a bottom-up administrative approach designed to improve school operations through self-directed resource management. Its primary objective is optimizing the use of available human, physical, and financial resources according to specific local needs, priorities, and capabilities. By tailoring strategies to unique institutional contexts, school leaders enhance academic quality, operational efficiency, and overall institutional performance.

7. (D) Analysis of existing resources, needs, and institutional capabilities
The initial stage of institutional planning requires a comprehensive analysis of existing resources, institutional needs, and operational capabilities. School leaders must conduct a thorough situational assessment to identify structural strengths, administrative gaps, and available material or human assets before formulating action plans. This foundational evaluation ensures that subsequent institutional projects remain realistic, context-specific, and resource-aligned.

8. (A) Conflict resolution through collaborative problem-solving
Convening joint sessions, facilitating open dialogue, identifying common goals, and creating shared usage charters exemplifies collaborative conflict resolution. Effective educational leaders address interpersonal and departmental friction by replacing unilateral authority with participatory problem-solving. This approach reconciles competing departmental interests, builds consensus around core instructional objectives, and fosters an equitable, supportive institutional climate based on mutual respect.

9. (B) Formulating a clear, inspiring, and shared statement of future possibilities with stakeholders
Vision building in educational administration rests upon formulating a clear, inspiring, and shared statement of future organizational goals. A well-crafted vision serves as a guiding star, aligning students, teachers, parents, and administrators toward common aspirations. Involving stakeholders in this process ensures collective ownership, elevates professional motivation, and provides a coherent framework for long-term school planning and development.

10. (B) Entrusting specific duties and necessary authority to subordinates while the Principal retains ultimate accountability
Delegation in educational management involves assigning specific administrative or instructional responsibilities and granting corresponding authority to subordinate staff members. While tasks and decision-making power are distributed to empower personnel and enhance operational efficiency, the head of school retains ultimate legal and administrative accountability for overall outcomes. Effective delegation develops leadership capacity across staff without abdicating executive oversight.

11. (A) Decision-making authority is centralized in the Head of School with minimal input from staff members
Autocratic leadership in school administration is defined by centralized decision-making, where the head of school exercises complete authority with minimal consultation or staff input. Directives are issued top-down, and compliance is expected without debate. While this style ensures swift execution during crisis situations, routine reliance on autocratic control limits teacher autonomy, stifles creative innovation, and depresses workplace morale.

12. (B) I, II and IV only
Democratic leadership in educational institutions centers on participatory decision-making, active stakeholder consultation, and transparent bilateral communication. It emphasizes mutual trust, shared responsibility, and encouraging initiative among staff members. Conversely, unilateral goal formulation by a single administrator reflects autocratic control rather than democratic governance. Engaging teachers in decision-making strengthens institutional commitment, professional ownership, and collaborative school culture.

13. (D) Handling an emergency evacuation situation during an immediate structural safety crisis or sudden fire hazard
An autocratic leadership style is most effective during immediate emergency crises, such as structural safety threats or fire evacuations, where decisive, unilateral action is critical. In life-threatening situations, there is no time for consensus building or group consultation. Direct, authoritative instructions ensure immediate compliance, clear communication, coordinated physical movement, and maximum safety for all students and school personnel.

14. (C) It leads to a lack of directional clarity, chaos, and non-completion of key institutional objectives
A pure laissez-faire leadership style involves complete administrative non-interference, leaving subordinates entirely without guidance or structured oversight. In a secondary school context, this total absence of leadership creates operational chaos, role ambiguity, and a lack of directional clarity. Without coordinated planning and executive accountability, key institutional objectives remain unfulfilled, leading to declining educational standards across academic departments.

15. (A) Both A and R are true and R is the correct explanation of A
Laissez-faire leadership can yield positive results when applied to highly expert, self-motivated research faculty in advanced academic institutions. Independent professionals possess high competence and intrinsic drive, requiring minimal administrative intervention. Providing

Click Here to Buy book on Amazon

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

full operational autonomy allows self-directed scholars to innovate freely without bureaucratic impedance, making non-interfering leadership an effective administrative approach in specialized higher educational settings.

16. (D) Democratic group
In Kurt Lewin's seminal leadership experiments, the democratically led group exhibited the highest levels of original thinking, task engagement, and sustained productivity. Unlike autocratic groups that ceased working when the leader departed, democratic group members maintained high self-direction, intrinsic interest, and constructive collaboration. Participatory environments foster internal motivation, shared responsibility, and independence among group members.

17. (A) Laissez-faire style
The laissez-faire leadership style is defined by administrative non-intervention, complete autonomy for subordinates, and an absence of leader participation in goal determination. Leaders operating under this model adopt a hands-off approach, delegating decision-making entirely to group members without providing structure, feedback, or direction. It relies fully on the self-direction and expertise of individuals within the organization.

18. (C) Bureaucratic Leadership
Bureaucratic leadership is characterized by strict adherence to established administrative rules, statutory civil service codes, official hierarchies, and standardized operating protocols. Leaders employing this approach rely entirely on legal authority and formal regulations to govern daily school operations. While it ensures procedural uniformity and regulatory compliance, excessive bureaucratic reliance can hinder flexibility, responsiveness, and creative educational initiatives.

19. (A) Transactional leadership relies on performance exchanges; transformational leadership motivates through intrinsic values and growth.
Transactional leadership relies on explicit performance exchanges, utilizing rewards and corrective actions to enforce compliance with operational standards. Conversely, transformational leadership focuses on inspiring followers, aligning intrinsic personal values with organizational goals, and fostering continuous professional development. While transactional managers focus on maintaining routine operational stability, transformational leaders drive cultural evolution, innovation, and long-term institutional progress.

MCQGPT

20. (D) Transactional Leadership operating through contingent rewards and management by exception
Offering explicit rewards, such as state award nominations for high performance, while issuing formal explanation letters for underperformance demonstrates transactional leadership. This approach operates through contingent reinforcement and management by exception, linking compliance and quantitative metrics directly to external consequences. It focuses on fulfilling specified contractual expectations rather than transforming underlying professional values or institutional culture.

21. (B) Institutional Standardization
Bernard Bass conceptualized transformational leadership around four core components, known as the "Four Is": Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Institutional standardization is an administrative management function focused on operational routine rather than a dimension of transformational leadership. Transformational leaders focus on charisma, vision, intellectual challenge, and personalized mentoring to elevate organizational performance.

22. (D) I, II, III and IV
The matched leadership dimensions accurately represent key leadership concepts. Idealized influence involves role modeling high moral standards, intellectual stimulation encourages creative problem-solving, and individualized consideration provides tailored mentoring. Meanwhile, contingent reward, a cornerstone of transactional leadership, operates on contractual exchanges between effort and performance. Together, these dimensions define the operational mechanisms of full-range leadership models.

23. (D) Actively monitors ongoing performance for errors and deviations to take immediate corrective action
Active management by exception in transactional leadership involves continuous oversight to detect operational errors, rule infractions, and performance deviations as they occur. Leaders

actively monitor staff activities to enforce standard procedures and apply immediate corrective interventions. This contrasts with passive management by exception, where intervention occurs only after standards have been breached or system failures have manifested.

24. (A) Servant Leadership
Servant leadership places the growth, ethical development, and personal well-being of followers above the self-interest of the leader. School heads practicing servant leadership view authority as a mandate to serve students, teachers, and the broader community. By acting as mentors and facilitators, servant leaders cultivate an empathetic, supportive, and highly collaborative institutional environment that empowers staff members.

25. (A) Both A and R are true and R is the correct explanation of A
Transformational leadership generates high teacher commitment, extra effort, and continuous professional growth because it appeals to higher-order intrinsic needs. Rather than relying on simple compliance or external rewards, transformational leaders inspire staff through shared vision, moral purpose, and intellectual engagement. This alignment between personal values and institutional goals drives deep professional dedication and organizational excellence.

26. (B) Leadership activities are spread across multiple individuals, teams, and formal or informal roles throughout the school community.
Distributed leadership conceptualizes leadership as an interactive organizational property rather than a single administrator's monopoly. It distributes leadership practice across multiple individuals, collaborative teams, and informal roles across the school. By leveraging collective expertise, distributed leadership fosters shared responsibility, expands decision-making capacity, and enhances institutional resilience, driving sustained pedagogical improvement across all academic departments.

27. (A) Direct involvement in improving teaching-learning processes, curriculum delivery, and student outcomes
Instructional leadership focuses directly on enhancing the quality of classroom instruction, curriculum implementation, and student academic achievement. School leaders functioning as instructional heads prioritize classroom observation, pedagogical mentoring, curriculum alignment, and data-driven learning assessments. By centering administrative efforts on teaching and learning, instructional leadership directly elevates educational standards and student learning outcomes.

28. (C) Defining the School Mission
Philip Hallinger's conceptual model of instructional leadership comprises three primary dimensions: Defining the School Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate. Defining the mission involves framing and communicating clear, academic-focused goals across the institution. This dimension ensures that all instructional activities and organizational resources remain aligned with primary learning targets.

29. (D) Instructional Leadership
Visiting classrooms, reviewing lesson plans, delivering constructive pedagogical feedback, and analyzing assessment data are defining practices of instructional leadership. Heads of school who actively engage in classroom dynamics move beyond pure administrative routine to influence teaching quality directly. This hands-on instructional supervision supports teacher growth, ensures curriculum fidelity, and fosters an academic culture centered on student success.

30. (C) Trait Theory
Trait theory of leadership posits that effective leaders possess inherent physical, intellectual, emotional, and personality characteristics that distinguish them from non-leaders. Historically known as the "Great Man" perspective, this approach assumes that leadership capability is an innate quality rather than a learned skill. It focuses on identifying specific personal traits associated with successful administrative leadership.

31. (B) Initiating Structure and Consideration
The landmark Ohio State Leadership Studies identified two independent dimensions of leader behavior: Initiating Structure and Consideration. Initiating structure refers to task-oriented behaviors, such as organizing work, defining roles, and establishing clear operational channels. Consideration encompasses relationship-oriented

Downloaded from www.pdf.tube

behaviors, including mutual trust, respect, warmth, and open communication between leaders and group members.

32. (A) I and II only
Hersey and Blanchard's Situational Leadership Theory asserts that optimal leadership depends on follower readiness, categorized into four distinct behavioral styles: Telling, Selling, Participating, and Delegating. Subordinate readiness is defined by job competence and psychological willingness, not merely formal academic qualifications. Matching leadership behavior to the maturity level of staff ensures effective organizational guidance and development.

33. (A) Telling / Directing (High Task, Low Relationship)
For an inexperienced teacher with low job competence despite high enthusiasm (Readiness Level R1), the Situational Leadership model prescribes a Telling/Directing style. This approach combines high task guidance with low relationship orientation, offering explicit instructions, structured task definitions, and close operational supervision. Clear directive guidance provides necessary scaffolding until the teacher builds essential pedagogical competence.

34. (C) Leader-Member Relations, Task Structure, and Leader Position Power
Fred Fiedler's Contingency Model evaluates situational favorableness based on three key dimensions: Leader-Member Relations, Task Structure, and Leader Position Power. Leader-member relations reflect the degree of trust and confidence followers have in the leader. Task structure measures job clarity, while position power evaluates the formal authority vested in the leader to reward or discipline subordinates.

35. (A) Delegating (S4)
When working with highly competent, experienced, and self-motivated faculty members (Readiness Level R4), Hersey and Blanchard's model recommends a Delegating style (S4). This low-task, low-relationship approach grants full operational autonomy to self-directed professionals. Delegating empowers expert staff, fosters innovation, and avoids unnecessary administrative oversight that could stifle professional initiative and job satisfaction.

MCQGPT

36. (D) Path-Goal Theory
Robert House's Path-Goal Theory posits that a leader's primary function is to clarify the paths to goal accomplishment, remove operational obstacles, and provide necessary support to ensure subordinate success. By aligning employee efforts with meaningful organizational rewards, leaders enhance motivation, job satisfaction, and task performance, tailoring their supportive, directive, or participative approach to situational demands.

37. (B) Directive Leadership
Under House's Path-Goal Theory, directive leadership is most effective when subordinates face ambiguous, complex, or unstructured tasks. By providing explicit instructions, establishing performance standards, defining timelines, and clarifying procedural guidelines, the leader reduces ambiguity. This administrative structure gives teachers clarity and confidence, enabling them to navigate complex curricular demands efficiently and accurately.

38. (C) A is true but R is false
Fiedler's Contingency Model asserts that a leader's fundamental style, measured by the Least Preferred Co-worker (LPC) scale, is fixed. According to Fiedler, organizational effectiveness depends on engineering the leadership situation to fit the leader's innate style, rather than expecting leaders to alter their personality. Therefore, asserting that leaders easily change their core traits contradicts Fiedler's core theory.

39. (D) Task / Authority-Compliance Management (9,1)
In Blake and Mouton's Managerial Grid, a high concern for production paired with a low concern for people defines the Task or Authority-Compliance management style (9,1). Leaders using this approach focus strictly on task completion, operational efficiency, and strict compliance, viewing human needs as secondary. Operations are structured tightly to ensure output targets are met with minimal interpersonal orientation.

40. (A) Team Management (9,9)
Position (9,9) on Blake and Mouton's Managerial Grid represents Team Management, widely considered the ideal leadership orientation. It demonstrates maximum concern for both task accomplishment and people's well-being. Leaders

operating at this level foster interdependence, trust, and shared commitment, aligning organizational targets with employee satisfaction to build high-performing, collaborative institutional environments.

41. (B) Personal appeal, strong emotional connection, and inspirational referent power
Charismatic leadership relies primarily on referent power, driven by personal charm, compelling communication, and deep emotional connections with followers. Rather than depending on formal statutory authority or coercive sanctions, charismatic leaders inspire devotion and commitment through extraordinary personal qualities. Followers voluntarily align with the leader's vision due to mutual trust, admiration, and shared ideological values.

42. (B) Creation of institutional dependency on the leader, causing organizational vulnerability upon departure
A significant limitation of charismatic leadership is the potential creation of excessive personal dependency on the leader. Because organizational cohesion and motivation center around an individual's personal charm and vision, institutions often experience severe instability, leadership vacuums, or operational regression when the leader departs, highlighting the need for institutionalized practices alongside individual charisma.

43. (A) The Principal involves staff, students, and community members in problem analysis and decision-making.
Participative leadership involves actively engaging staff, students, parents, and community members in problem analysis, goal formulation, and decision-making. Rather than issuing top-down directives, the principal acts as a facilitator, gathering diverse perspectives to reach consensus. This collaborative approach enhances ownership, improves policy implementation, and strengthens democratic governance across the school community.

44. (C) Continuous improvement (Kaizen), customer and student satisfaction, and collaborative systemic teamwork
Total Quality Management in education centers on continuous incremental improvement, student and stakeholder satisfaction, and collaborative teamwork across systems. It shifts institutional focus from reactive inspection to proactive quality assurance, empowering all personnel to refine administrative and pedagogical processes constantly. By prioritizing service excellence, TQM enhances overall learning environments and organizational outcomes.

45. (D) Strengths and Weaknesses
In a SWOT analysis framework, Strengths and Weaknesses represent internal organizational factors within the direct control of the institution. They encompass internal assets, staff capabilities, physical infrastructure, administrative processes, and resource constraints. Conversely, Opportunities and Threats originate from the external environment, such as regulatory policy changes, demographic shifts, or broader socio-economic dynamics.

46. (C) External Opportunity
In a SWOT analysis, the availability of corporate social responsibility funds for digital infrastructure represents an external opportunity. External opportunities are favorable conditions outside the institution's direct control that can be leveraged to improve operations. School leaders can utilize these external resources to enhance digital infrastructure without overburdening internal institutional budgets.

47. (B) Supervision is continuous, democratic, and growth-oriented; inspection is periodic and compliance-oriented.
Educational supervision is a continuous, democratic, and growth-oriented process aimed at enhancing instructional quality through ongoing support and collaboration. In contrast, traditional inspection is periodic, administrative, and compliance-oriented, focusing primarily on assessing adherence to statutory regulations and identifying operational shortcomings. Supervision empowers educators through professional development, whereas inspection enforces regulatory standards.

48. (D) I, II, III and IV
All four supervision models are correctly paired with their definitions. Corrective supervision focuses on rectifying identified errors, preventive supervision anticipates difficulties to avoid operational failures, creative supervision fosters pedagogical experimentation, and clinical supervision utilizes systematic, observation-feedback cycles. Understanding these varied

Click Here to Buy book on Flipkart

approaches enables school leaders to deploy appropriate supervisory methods based on institutional requirements.

49. (A) A structured cycle of pre-observation conference, observation, analysis, and post-observation feedback
Clinical supervision, as formulated by Goldhammer and Cogan, is structured around a collaborative cycle involving a pre-observation conference, classroom observation, detailed data analysis, and a post-observation feedback session. This systematic, non-judgmental process aims to improve instructional practice through objective data collection, mutual reflection, and targeted pedagogical mentoring between supervisor and teacher.

50. (C) Democratic / Co-operative Supervision
Democratic or cooperative supervision actively fosters professional collaboration, teacher autonomy, and shared decision-making in instructional development. Instead of enforcing top-down oversight, supervisors work alongside teachers as colleagues, encouraging reflective inquiry, pedagogical experimentation, and open communication. This supportive environment enhances teacher motivation, professional confidence, and continuous educational quality.

51. (A) To support professional growth, classroom management skills, and pedagogical confidence through guided scaffolding
Academic mentoring for newly recruited teachers focuses on fostering professional growth, refining classroom management skills, and building instructional confidence through guided scaffolding. Experienced mentors provide constructive feedback, model effective teaching strategies, and offer emotional support, easing the transition into the teaching profession and promoting long-term retention and instructional competence.

52. (C) A is true but R is false
Clinical supervision is designed to enhance classroom instruction through objective, non-judgmental observation and collaborative feedback. Its core purpose is formative development rather than generating quantitative ratings for formal performance appraisals like APARs. Conflating developmental supervision with evaluative appraisal undermines mutual trust and limits the reflective dialogue essential for teacher growth.

53. (C) Both (A) and (B)
According to Abraham Maslow's Hierarchy of Needs, lower-level physiological, safety, and social needs must be reasonably satisfied before higher-order needs like esteem and self-actualization can drive human behavior. Individuals require physical security, financial stability, and positive workplace relationships before actively pursuing professional achievement, autonomy, recognition, and personal growth.

54. (C) Recognition and Achievement
In Frederick Herzberg's Two-Factor Theory, recognition and achievement are classified as motivators or intrinsic factors. Motivators directly drive job satisfaction, intrinsic work engagement, and high performance. In contrast, hygiene factors—such as salary, working conditions, and company policies—prevent job dissatisfaction but do not inherently inspire superior professional effort or creative innovation.

55. (D) Prevention of job dissatisfaction without necessarily driving higher motivation
Under Herzberg's Two-Factor Theory, improving hygiene factors—such as working conditions, physical amenities, job security, and compensation—removes sources of workplace discontent. However, addressing these hygiene factors merely prevents employee dissatisfaction; it does not automatically generate intrinsic work motivation, high enthusiasm, or superior professional commitment, which depend on intrinsic motivators like achievement and recognition.

56. (A) Herzberg's Two-Factor Theory (focusing on Motivators)
Providing professional autonomy and public recognition to experienced faculty aligns with Herzberg's focus on intrinsic motivators. While hygiene factors like competitive salary and job security prevent discontent, true professional enthusiasm requires motivators such as growth, responsibility, and recognition. By addressing these higher-level needs, school leaders inspire teachers toward innovative practices.

Downloaded from www.pdf.tube

57. (B) Employees inherently dislike work, avoid responsibility, and must be coerced or directed to perform duties.
Douglas McGregor's Theory X assumes that human beings inherently dislike work, avoid responsibility whenever possible, and lack intrinsic ambition. Consequently, Theory X management asserts that employees must be closely supervised, strictly controlled, and directed through coercion or formal penalties to achieve organizational objectives, reflecting an authoritarian administrative approach.

58. (B) Delegate authority, provide professional autonomy, and actively encourage staff self-direction
Adopting McGregor's Theory Y assumes that employees view work naturally, possess self-direction, seek responsibility, and exercise creativity when committed to organizational goals. Principals guided by Theory Y delegate administrative authority, grant professional autonomy, involve staff in decision-making, and create supportive conditions that foster internal motivation and professional self-development.

59. (A) Expectancy, Instrumentality, and Valence
In Victor Vroom's Expectancy Theory, motivation is conceptualized as the mathematical product of three key variables: Expectancy, Instrumentality, and Valence. Expectancy represents the belief that effort leads to performance, Instrumentality reflects the belief that performance yields rewards, and Valence measures the personal value assigned to those rewards. If any variable is zero, motivation disappears.

60. (D) I, II and III
All three statements accurately define the foundational variables of Vroom's Expectancy Theory. Expectancy links individual effort to successful task performance, Instrumentality connects performance output to expected organizational outcomes or rewards, and Valence measures the personal value placed on those rewards. Together, these perceptions dictate an individual's overall level of workplace motivation.

61. (D) The Principal issuing an official administrative circular specifying examination invigilation duties
Downward communication flows from higher administrative levels to subordinates within an organizational hierarchy. A principal issuing official circulars detailing examination invigilation duties represents downward communication. This formal channel disseminates directives, policy guidelines, operational expectations, and official instructions from management down to instructional and administrative staff.

62. (C) Informal, unofficial communication networks that emerge naturally among school staff members
Grapevine communication refers to the informal, unofficial communication network that naturally develops among employees in an organization. Bypassing formal hierarchical structures, it carries social chatter, informal news, and rumors across departments. While fast and widespread, grapevine communication can transmit unverified information, requiring administrators to maintain transparent official channels.

63. (B) Semantic ambiguity, emotional barriers, and filtering of information through hierarchical layers
Significant barriers to effective organizational communication include semantic ambiguity, emotional resistance, and information filtering through hierarchical layers. As directives or feedback pass across multiple administrative levels, distortion, misinterpretation, or intentional omissions can occur. Overcoming these barriers requires clear language, open bilateral channels, active listening, and reducing administrative distance.

MCQGPT

64. (D) Collaborating
In the Thomas-Kilmann Conflict Mode Instrument, collaborating represents a high-assertiveness and high-cooperativeness approach aimed at finding a win-win solution. Leaders using this mode explore underlying concerns, integrate diverse perspectives, and engage in open problem-solving. Collaborating builds long-term commitment and trust, ensuring that all parties' vital interests are fully satisfied.

65. (A) Compromising
Seeking a solution where conflicting parties make equal concessions to establish a mutually acceptable middle ground reflects the compromising style in conflict management. Positioned moderately on assertiveness and cooperativeness, compromising provides a pragmatic, expedited resolution when parties

hold equal power or when reaching a swift agreement is critical for operational continuity.

66. (C) Unfreezing
Unfreezing is the initial stage in Kurt Lewin's classic Three-Stage Model of Change Management. This stage involves destabilizing the existing status quo, dismantling entrenched habits, addressing psychological inertia, and building readiness for change. By creating awareness of the need for reform, unfreezing prepares organizational members to accept new operational methods.

67. (A) Reinforcing, stabilizing, and solidifying new behaviors and norms into the institutional culture
In Kurt Lewin's Change Model, refreezing represents the final stage where newly adopted behaviors, practices, and operational norms are stabilized and integrated into organizational culture. Refreezing ensures that changes become institutionalized habits through continuous reinforcement, supportive policy structures, and cultural embedding, preventing staff from reverting to former operational routines.

68. (A) Both A and R are true and R is the correct explanation of A
Resistance to organizational change frequently stems from fear of uncertainty, perceived loss of autonomy, and increased workload. Effective leaders mitigate this resistance by involving staff early in planning, offering structured capacity-building, and clearly communicating the benefits of reform. Participatory planning builds trust, alleviates anxiety, and smooths overall institutional transition.

69. (B) Organizing hands-on capacity-building workshops, peer-mentoring systems, and addressing anxieties
Managing staff resistance to digital integration requires supportive strategies such as hands-on capacity-building workshops, peer-mentoring networks, and addressing personal anxieties. Rather than imposing punitive measures or abandoning technological mandates, providing continuous training and scaffolding builds digital confidence, reduces fear, and ensures smooth pedagogical transformation across classrooms.

70. (C) To continuously upgrade pedagogical competencies, domain knowledge, and skills of school personnel
The primary purpose of staff development programs in educational institutions is continuous enhancement of pedagogical competencies, domain knowledge, and professional skills. In-service training empowers teachers to adopt contemporary instructional techniques, integrate technology, and improve classroom practices, directly boosting student learning outcomes and fostering overall institutional growth.

71. (D) Professional development (formative) and administrative accountability (summative)
Teacher appraisal serves dual complementary purposes: formative professional growth and summative administrative accountability. Formatively, appraisal identifies teaching strengths, offers pedagogical feedback, and highlights professional training needs. Summatively, it provides objective performance data for career progression, performance documentation, and administrative record-keeping, ensuring professional standards across the institution.

72. (A) Formative and developmental appraisal
Utilizing appraisal observations to design targeted in-service workshops exemplifies a formative and developmental approach. Instead of treating evaluation solely as a summative administrative exercise for official records, formative appraisal leverages diagnostic data to support continuous professional learning, address instructional gaps, and enhance overall teaching quality across academic departments.

73. (B) The deep-seated, historically evolved shared values, beliefs, traditions, and unwritten cultural norms of the school community
School culture represents the deep-seated, historically evolved values, beliefs, traditions, and unwritten social norms that define an institution's identity. While school climate refers to the immediate, felt psychological environment, culture forms the enduring foundation that shapes institutional behavior, professional interactions, and community expectations over extended periods.

74. (B) Open Climate
An open school climate is characterized by high teacher professional commitment, strong

Click Here to Buy book on Amazon

collegial support, authentic principal leadership, and minimal administrative hindrance. In this environment, teachers experience high morale and job satisfaction, while the head of school provides supportive guidance without imposing excessive bureaucratic paperwork, fostering collective educational excellence.

75. (A) High principal aloofness, high burden of routine paperwork, and low teacher morale or satisfaction
In Halpin and Croft's organizational climate framework, a closed climate is marked by high principal aloofness, excessive administrative hindrance, and low teacher morale. Communication is restrictive, leadership is formal and unsupportive, and routine paperwork creates frustration, resulting in widespread staff disengagement and minimal collaborative problem-solving.

76. (D) I, II, III and IV
Under Section 21 of the Right to Education Act 2009, all listed provisions governing School Management Committees are statutory mandates. Parents must constitute at least 75% of membership, representation from disadvantaged groups is required, women must comprise at least 50%, and the committee is statutorily tasked with preparing School Development Plans.

77. (D) Appointing and dismissing permanent Government school teachers directly
Under the Right to Education Act 2009, School Management Committees monitor school operations, prepare School Development Plans, and oversee government grant utilization. However, SMCs do not possess legal authority to appoint or dismiss permanent government school teachers, as teacher recruitment and service discipline remain reserved for designated state education authorities.

78. (C) Greater transparency, local accountability, and community ownership in school functioning
Community participation through School Management Committees enhances local accountability, administrative transparency, and shared community ownership. Involving parents and local representatives in monitoring school operations ensures institutional responsiveness, deters absenteeism, optimizes resource utilization, and builds strong community partnerships, thereby creating an inclusive and child-centered educational ecosystem supported by key local stakeholders.

79. (B) Admission and Withdrawal Register (Scholar Register)
The Admission and Withdrawal Register, commonly known as the Scholar Register, serves as the primary permanent legal record of a student's admission, official date of birth, parentage, academic progression, and school exit details. Maintained continuously by school administration, this record provides official verification for statutory, academic, and administrative purposes throughout an individual's life.

80. (D) To ensure physical verification, prevent misappropriation, and maintain asset audit transparency
Accurate maintenance of consumable and non-consumable stock registers under General Financial Rules ensures physical asset verification, prevents financial misappropriation, and maintains audit transparency. Heads of school, as custodians of public property, are legally accountable for recording all purchases, tracking asset allocation, and accounting for store items to guarantee proper public financial governance.

81. (A) Scheduling subjects requiring high cognitive concentration during early periods when mental freshness is highest
Constructing a balanced school timetable requires placing subjects that demand high cognitive concentration, such as Mathematics and Science, during early morning periods when student mental alertness is highest. As cognitive fatigue accumulates throughout the school day, later periods are better suited for physical education, creative arts, and practical activities that reinforce engagement without causing mental strain.

82. (A) Both A and R are true and R is the correct explanation of A
Constructing a school timetable is a crucial administrative task requiring precise optimization of human resources, physical space, and pedagogical rules. A well-designed timetable prevents teacher workload imbalances and student cognitive fatigue by systematically distributing academic subjects across periods, thereby creating a structured, efficient, and

MCQGPT

balanced learning environment conducive to institutional success.

83. (A) Engaging directly or indirectly in private trade, business, or coaching classes
Under the Central Civil Services Conduct Rules, government school teachers are explicitly prohibited from engaging directly or indirectly in private trade, commercial business, or private coaching classes. This restriction prevents conflicts of interest, protects professional integrity, and ensures that public educators dedicate their full professional time and effort to official duties in government schools.

84. (D) Shared / Democratic Leadership
Distributed leadership closely aligns with shared or democratic leadership models, as both approaches reject unilateral, top-down decision-making. Instead, they emphasize distributing administrative authority, decision-making responsibilities, and leadership roles across diverse staff members and collaborative teams, fostering collective ownership, professional empowerment, and shared accountability across all levels of the educational institution.

85. (B) Country Club Management
In Robert Blake and Jane Mouton's Managerial Grid, low concern for task production (1) paired with high concern for people (9) defines Country Club Management. Leaders adopting this style prioritize interpersonal relationships, staff comfort, and a friendly atmosphere above task execution, often neglecting operational targets and performance standards to maintain group harmony.

86. (C) Leadership and followership are interdependent; effective followers are active, critical thinkers supporting goals.
Modern leadership theory recognizes followership and leadership as interdependent processes essential for organizational success. Effective followers are not passive order-takers; rather, they are active, independent critical thinkers who constructively support institutional goals, challenge problematic decisions, and take ownership of tasks. Mutual collaboration between leaders and followers drives operational efficiency and continuous institutional growth.

87. (D) Exemplary / Effective Followers
In Robert Kelley's Typology of Followership, exemplary or effective followers exhibit high critical thinking and active engagement. These individuals offer constructive feedback, challenge assumptions respectfully, take initiative, and demonstrate strong commitment to organizational goals. They work collaboratively with leaders, providing reliable support while exercising independent judgment to enhance overall institutional efficiency and ethical standards.

88. (A) Exemplary / Effective Follower
Teacher B demonstrates exemplary followership according to Kelley's model by combining independent critical thinking with active engagement. By evaluating feasibility, questioning assumptions constructively, suggesting alternative strategies, and committing fully to agreed decisions, Teacher B provides valuable proactive support. This behavior helps leaders make informed decisions while ensuring effective execution of institutional tasks across departments.

89. (B) Challenge policies, assume responsibility, serve the institution, and take a moral stand when necessary
In Ira Chaleff's model of Courageous Followership, a courageous follower possesses the moral conviction to support leaders while challenging problematic policies, assuming personal responsibility, and taking ethical stands when necessary. Courageous followers prioritize institutional integrity and shared goals over blind compliance, acting as vital ethical partners who contribute actively to sound administrative decision-making.

90. (A) I and II only
Transactional leadership focuses on contingent rewards and corrective interventions to ensure compliance with standards, whereas transformational leadership elevates organizational culture by inspiring shared vision and values. However, statement III is incorrect because transformational leaders rely on idealized influence and intellectual stimulation rather than coercive power, making options I and II the correct combination.

Downloaded from www.pdf.tube

91. (A) Leaders are born, not made, possessing innate hero-like qualities.
The Great Man Theory of leadership asserts that effective leaders are born with innate, heroic qualities and distinct personality traits that cannot be taught. Popularized in the nineteenth century, this classical perspective views history as shaped by extraordinary individuals whose natural charisma, intellect, and decisiveness inherently position them to lead complex organizations successfully.

92. (C) Autocratic
In Kurt Lewin's classic experiments, autocratically led groups produced the highest physical output while the leader was present in the room. However, this production was accompanied by high underlying hostility, submissiveness, and low internal motivation. Consequently, work dropped off dramatically whenever the leader departed, demonstrating the limitations of coercive, tightly controlled supervisory styles.

93. (D) Evaluating classroom instruction, analyzing student achievement data, and aligning academic curriculum goals
Instructional leadership prioritizes core educational processes by evaluating classroom teaching, analyzing student academic performance data, and aligning curriculum goals. Rather than focusing primarily on routine facilities maintenance or financial administration, instructional leaders dedicate their administrative effort to improving teaching quality, supporting faculty professional development, and maximizing overall student learning outcomes.

94. (C) Exceptional personal charm, vision, and emotional appeal inspiring strong devotion among followers
A charismatic leader is primarily characterized by exceptional personal charm, compelling vision, and powerful emotional appeal that inspires deep trust and devotion among followers. Rather than relying on formal position power or bureaucratic procedures, charismatic leaders motivate action by articulating inspiring future possibilities and forging strong interpersonal connections with staff members across the organization.

95. (B) Job Ability (Competence) and Psychological Willingness (Commitment)
In Hersey and Blanchard's Situational Leadership Model, follower readiness or maturity is defined by two key dimensions: Job Ability (competence) and Psychological Willingness (commitment). Competence encompasses the knowledge, skills, and experience needed to perform a task, while commitment reflects the confidence, motivation, and psychological readiness to accept responsibility for performance.

96. (D) Participative / Democratic Leadership
Involving teachers, students, and parents in formulating school safety and discipline guidelines exemplifies participative or democratic leadership. By engaging key stakeholders in collaborative decision-making, the principal fosters shared ownership, transparency, and mutual respect. This inclusive process leads to more realistic policy guidelines, higher compliance, and a strong sense of community commitment.

MCQGPT

97. (A) Having highly qualified, experienced, and dedicated teaching staff in the school
In a SWOT analysis, having highly qualified, experienced, and dedicated teaching staff represents an internal strength. Strengths are positive internal attributes within the institution's direct control that enhance educational quality. A competent faculty strengthens classroom instruction, supports student achievement, and provides a solid foundation for achieving strategic school improvement goals.

98. (C) A is true but R is false
Distributed leadership creates a collaborative culture of shared responsibility and enhances institutional capacity for continuous growth. However, distributing leadership tasks does not mean the head of school abdicates statutory or legal authority. The principal retains ultimate administrative accountability while delegating specific operational responsibilities to staff teams, making assertion A true and reason R false.

99. (A) Adams' Equity Theory
J. Stacy Adams' Equity Theory posits that employee motivation depends on perceived fairness in reward distribution. Individuals evaluate equity by comparing their ratio of job inputs (effort, skill, time) and outcomes (salary,

recognition) against referent peers. Perceived inequities create cognitive dissonance, prompting employees to adjust input levels or seek cognitive balance.

100. (D) Reduce inputs, experience job dissatisfaction, or lower performance output
Under Adams' Equity Theory, a teacher who perceives under-reward inequity experiences tension and dissatisfaction. To restore perceived fairness, the employee is likely to reduce job inputs by withholding effort, decreasing voluntary participation, or lowering performance output. Alternatively, the teacher may request higher outcomes or express dissatisfaction until psychological equity is re-established.

101. (B) Analyzing workflows scientifically to find the "one best way" to perform work tasks efficiently
Frederick Winslow Taylor's Scientific Management theory centers on analyzing work processes systematically to discover the most efficient way to perform each task. By applying time-and-motion studies, standardizing procedures, and matching worker capabilities to specific roles, scientific management aims to maximize operational productivity, minimize waste, and streamline organizational workflows.

102. (C) Peter Drucker
Management expert Peter Drucker introduced the concept of Management by Objectives in his 1954 book, The Practice of Management. MBO is a systematic management model designed to align individual employee goals with overall organizational objectives, relying on participative target-setting, clear measurement metrics, and continuous performance evaluation to enhance operational effectiveness.

103. (D) Joint collaborative goal-setting between supervisors and employees with clear metrics
In Management by Objectives, institutional goals are established through joint, collaborative goal-setting between supervisors and employees. Rather than relying on top-down directives, MBO defines clear, quantifiable targets mutually agreed upon by both parties. This participatory target setting aligns individual efforts with organizational priorities, enhances accountability, and improves workplace motivation.

104. (B) I, II and IV only
Elton Mayo's Hawthorne Studies demonstrated that social conditions, informal group dynamics, and managerial attention significantly drive worker productivity, establishing the Human Relations movement. However, statement III is incorrect because the studies disproved the assumption that financial incentives are the sole determinant of performance, making options I, II, and IV correct.

105. (B) Unity of Command
Henri Fayol's principle of Unity of Command dictates that an employee should receive orders from and report to one superior officer only. Dual reporting creates authority conflicts, role confusion, operational inefficiency, and employee stress. Maintaining a single line of command ensures clear communication, structured accountability, and administrative stability across organizational units.

106. (B) The formal line of authority extending from top management to the lowest organizational levels
In Henri Fayol's administrative principles, the Scalar Chain represents the unbroken formal line of authority and communication extending from top executive management down to frontline employees. While routine communication follows this hierarchical chain, Fayol introduced the "gang plank" mechanism to allow direct horizontal communication between peers during urgent operational situations.

107. (A) Matrix Organization
A Matrix Organization features a dual chain of command where employees report simultaneously to both a functional manager and a project or program manager. This structure combines functional specialization with project-based flexibility, facilitating cross-departmental resource sharing, dynamic collaboration, and rapid response to complex organizational requirements, though it requires careful conflict management.

108. (C) Service Book
The Service Book is the official administrative record tracking a permanent employee's complete service history, including appointment details, pay fixation, leave records, qualification verifications, and disciplinary entries. Maintained meticulously by the head of office, this statutory

Click Here to Buy book on Flipkart

document serves as the primary evidentiary foundation for calculating pension benefits and career advancements.

109. (D) Official record of disbursement of salaries and allowances bearing the signature of the payee
An Acquittance Roll is a vital financial register used in government offices to record the disbursement of salaries, wages, and allowances. It contains detailed payee information, net amounts disbursed, and the physical signature or thumb impression of each recipient, serving as official financial proof of payment during administrative financial audits.

110. (C) Direct the stock officer to transfer entries from consumable to non-consumable registers with full audit cross-references.
To rectify an audit objection regarding store inventory misclassification, the principal must direct the stock officer to transfer the items from the consumable register to the non-consumable register. Cross-referencing the correction with official explanatory notes resolves the accounting discrepancy, ensures compliance with General Financial Rules, and restores accurate asset records.

111. (B) Legitimate Power
According to French and Raven's power taxonomy, legitimate power is grounded in formal structural authority delegated through an official position in an organizational hierarchy. Employees comply with directives because they recognize the legitimate legal or administrative right of the position holder, such as a school principal, to issue instructions and enforce compliance.

112. (D) Expert Power
A principal who commands respect and influences staff through deep knowledge of pedagogy and subject mastery exercises expert power. Classified by French and Raven, expert power relies on perceived competence, specialized skill, and professional knowledge rather than formal administrative title, inspiring voluntary compliance and trust from colleagues.

113. (A) To clarify performance pathways, remove work obstacles, and reward subordinates for goal achievement
Robert House's Path-Goal Theory asserts that a leader's primary role is to clarify performance expectations, remove operational obstacles, and align meaningful rewards with goal achievement. By adapting leadership behaviors—directive, supportive, participative, or achievement-oriented—to match task needs, the leader facilitates subordinate effort, enhances job satisfaction, and drives high organizational performance across departments.

114. (C) Setting challenging goals, expecting high performance, and showing confidence in staff abilities
In Robert House's Path-Goal Theory, achievement-oriented leadership is marked by setting challenging performance targets, emphasizing continuous excellence, and demonstrating strong confidence in subordinates' abilities. This approach motivates highly competent professionals by encouraging self-direction, fostering high academic expectations, and striving for superior institutional standards in complex educational environments.

MCQGPT

115. (A) Both A and R are true and R is the correct explanation of A
High emotional intelligence in a principal strongly predicts effective leadership and a positive school climate. Leaders possessing high EQ demonstrate self-awareness, emotional regulation, empathy, and social skills, enabling them to navigate complex interpersonal dynamics, resolve conflicts constructively, and foster a trusting, collaborative educational ecosystem for all stakeholders.

116. (D) Authoritarian Control
Daniel Goleman's emotional intelligence framework comprises five core dimensions: Self-Awareness, Self-Regulation, Internal Motivation, Empathy, and Social Skills. Authoritarian control is an autocratic leadership behavior centered on dominant power execution, making it unrelated to emotional intelligence. High EQ leaders rely on empathy and relationship management rather than authoritarian control.

117. (B) Leaders who act in accordance with deep moral values, show transparency, build trust, and maintain consistency in actions
Authentic leadership is defined by leaders who act with self-awareness, transparency, and deep ethical conviction. Authentic leaders align their actions with genuine moral values, build open relationships based on trust, and

demonstrate operational consistency. Rather than adopting a political facade, they encourage inclusive decision-making and foster an ethical institutional climate.

118. (C) Primary stakeholders and customers whose needs must be met with continuous quality enhancement
Under Total Quality Management principles applied to education, parents and students are viewed as primary stakeholders and beneficiaries whose educational needs must be satisfied. TQM shifts administrative focus toward continuous process enhancement, high service standards, and stakeholder feedback, ensuring that institutional policies consistently deliver exceptional learning experiences.

119. (D) Continuous, incremental improvement in all processes involving all organizational members
The Kaizen philosophy in Total Quality Management emphasizes continuous, incremental improvement across all organizational processes, involving every staff member. Rather than implementing radical, disruptive overhauls, Kaizen focuses on small, ongoing refinements in daily instructional and administrative routines, building a sustainable culture of educational excellence over time.

120. (A) Exercising administrative control, maintaining discipline, and taking corrective actions within statutory guidelines
Under the Delhi School Education Act and Rules 1973, the head of school holds statutory responsibility for maintaining student discipline, exercising administrative oversight, and implementing corrective actions within legal parameters. Principals must ensure that all disciplinary actions adhere to due process, principles of natural justice, and prescribed regulatory framework standards.

121. (B) Providing a comprehensive overview of class schedules, teacher availability, subject distribution, and room usage
A School Master Timetable provides a complete administrative overview of class schedules, subject distribution, teacher assignments, and classroom facility utilization across the institution. It eliminates scheduling conflicts, ensures balanced instructional workload distribution, optimizes physical resource allocation, and serves as the primary operational blueprint for smooth daily academic functioning.

122. (A) I, II and IV only
A closed school climate is characterized by high teacher frustration, principal aloofness, and excessive administrative hindrance with routine paperwork overload. Statement III describes an open climate characterized by high morale and institutional pride. Recognizing closed climate indicators enables school administrators to address systemic obstacles and foster a supportive workplace environment.

123. (A) Superiors, peers, subordinates, and self-evaluation
The 360-degree feedback evaluation model systematically collects performance data from an individual's superiors, peers, subordinates, and self-assessment. By gathering multi-source perspectives, this comprehensive appraisal method provides a well-rounded evaluation of leadership strengths, interpersonal dynamics, and professional development areas, supporting targeted leadership growth, enhanced self-awareness, and institutional effectiveness.

124. (C) Inspection is often autocratic and fault-finding rather than constructive, collaborative, and improvement-oriented.
The primary drawback of traditional inspection compared to modern supervision is its inclination toward autocratic, fault-finding evaluation rather than developmental guidance. Traditional inspection focuses on enforcing regulatory compliance and catching errors, which often creates anxiety among staff, whereas modern supervision emphasizes collaborative problem-solving, reflective practice, and professional growth.

125. (D) Democratic Style
The democratic leadership style relies on open dialogue, widespread consultation, and consensus building among team members. While this participatory approach enhances employee commitment, ownership, and morale, it can lead to delayed decision-making. In time-sensitive crisis situations, extensive democratic deliberation may hinder rapid executive action, requiring leaders to adapt their management approach.

MCQGPT

126. (C) Participative-Group
In Rensis Likert's Management Systems, System 4 represents the Participative-Group approach, considered the most progressive leadership model. It is characterized by complete trust in subordinates, decentralized decision-making, open multi-directional communication, and shared goal setting, which collectively foster high worker motivation, superior operational efficiency, and positive organizational culture.

127. (B) Decision-making is widely distributed, communication flows multi-directionally, and trust is established.
Rensis Likert's System 4 management model features widely distributed decision-making, multi-directional communication, and genuine organizational trust. Subordinates participate actively in establishing targets, solving problems, and planning operations. This collaborative structure generates high employee commitment, open feedback, strong team cohesion, and enhanced institutional productivity across all administrative and academic units.

128. (D) Supportive / Democratic Supervision with firm administrative clarity
Addressing record submission delays through a private bilateral conversation, understanding personal difficulties, providing administrative scaffolding, and setting firm deadlines demonstrates supportive, democratic supervision. This approach balances empathetic guidance with clear administrative expectations, helping staff overcome performance hurdles while maintaining institutional standards and operational accountability without immediate recourse to punitive measures.

129. (A) Academic Delegation and Division of Labor
Allocating educational responsibilities based on individual expertise, workload standards, and professional domains represents academic delegation and division of labor. By matching staff competencies to specific administrative or teaching duties, school leaders optimize human resources, prevent operational overload, enhance pedagogical delivery, and ensure balanced institutional functioning across all academic departments.

130. (C) Self-awareness, interpersonal communication, and mutual team understanding
The Johari Window is a psychological model designed to improve self-awareness, interpersonal communication, and mutual understanding within teams. By mapping information across four quadrants based on whether it is known to self or others, individuals and leaders can expand their open area, reduce blind spots, and foster constructive teamwork.

131. (A) Hidden Area (Facade)
In the Johari Window framework, the quadrant containing information known to oneself but hidden from others is termed the Hidden Area or Facade. Individuals keep personal feelings, anxieties, or private experiences in this quadrant. Increasing trust and open communication allows individuals to selectively disclose information, thereby enlarging their Open Area.

132. (D) A is false but R is true
Participative leadership does not always yield rapid decision-making during administrative crises because it relies on dialogue, consultation, and consensus building, which consume time. In urgent safety emergencies, directive or autocratic leadership is often necessary, making assertion A false, while reason R accurately explains the time-intensive nature of participatory processes.

133. (B) Encouraging teachers to experiment with novel pedagogical techniques and express individual originality
Creative supervision encourages teachers to experiment with innovative teaching strategies, adopt creative classroom practices, and express professional originality. Instead of enforcing standardized routines or mechanical script compliance, creative supervisors support reflective teaching, nurture individual pedagogical talents, and create a dynamic educational environment that enhances student learning and engagement.

134. (C) The number of subordinates or departments directly supervised by a single administrative leader
Span of Control in educational administration refers to the number of subordinates, teachers, or operational departments directly supervised by a single administrative leader. The optimal span depends on task complexity, staff competence, and structural requirements, directly shaping the school's organizational hierarchy, administrative

Downloaded from www.pdf.tube

communication efficiency, and overall supervisory intensity.

135. (D) Tall structure with multiple hierarchical levels and close supervision
A narrow span of control means an administrator supervises few direct subordinates, resulting in a tall organizational structure with multiple hierarchical levels. While tall structures allow close operational supervision and tight managerial control, they can slow down communication, increase administrative overhead, and create bureaucratic distance between senior leaders and frontline educational staff.

136. (A) To evaluate internal strengths and weaknesses alongside external opportunities and threats to ground planning in reality
Conducting a SWOT analysis prior to drafting a School Development Plan allows administrators to evaluate internal strengths and weaknesses alongside external opportunities and threats. This strategic assessment grounds institutional planning in realistic context, enabling school leaders to leverage existing assets, address operational deficits, exploit external resources, and mitigate potential institutional risks effectively.

137. (B) Authoritarian / Coercive Style
The phrase "Do what I tell you" exemplifies the authoritarian or coercive leadership style. Characterized by top-down directives, immediate compliance expectations, and tight control, this style limits subordinate autonomy and input. While effective during immediate structural crises, continuous reliance on coercive leadership diminishes employee morale, initiative, and long-term organizational commitment.

138. (D) I, II, III and IV
All four leadership styles identified by Daniel Goleman are correctly matched with their defining approaches. Coercive demands compliance, Authoritative mobilizes toward a vision, Affiliative builds emotional harmony, and Pacesetting sets high performance standards. Effective educational leaders understand these varied styles and flexibly apply them based on situational administrative demands.

139. (A) Affiliative Style
In Daniel Goleman's leadership framework, the affiliative style focuses on building emotional bonds, promoting harmony, and prioritizing team well-being. This approach is particularly effective for healing organizational rifts, restoring morale after stressful events, and rebuilding trust within staff teams, creating a supportive interpersonal environment that reinforces long-term collaboration.

140. (C) Subordinate burnout, high pressure, and reduced morale among struggling staff
An excessive reliance on pacesetting leadership, where the leader demands immediate excellence and models high performance standards, can cause staff burnout, high pressure, and declining morale. When struggling employees feel overwhelmed by relentless expectations without adequate scaffolding, job satisfaction drops, highlighting the need for balanced, supportive leadership approaches.

MCQGPT

141. (D) Groups of educators visiting classrooms systematically to observe learning and gather objective data
Instructional Rounds involve collaborative groups of educators visiting classrooms systematically to observe teaching practices, analyze student learning, and collect objective observational data. Adapted from medical rounds, this non-evaluative supervisory practice fosters peer reflection, identifies widespread instructional patterns, and provides a foundation for collective pedagogical improvement across the institution.

142. (C) Empowering, inclusive leadership aimed at fostering genuine community participation
Reorganizing meetings into small focus groups using local languages and encouraging parental input on safety and meals reflects empowering, inclusive leadership. By removing social and linguistic barriers, the principal transforms passive attendance into active community engagement, strengthening trust, transparency, and shared governance in accordance with statutory school management framework principles.

143. (B) General Financial Rules (GFR), 2017
General Financial Rules 2017 serve as the primary framework governing public procurement, budgeting, contract management, and financial procedures across central government institutions. Heads of school and drawing and disbursing officers must strictly adhere to GFR principles to ensure financial discipline,

transparency, proper asset management, and audit readiness in institutional expenditure.

144. (D) Year (12 months)
Under the General Financial Rules, physical verification of fixed assets and non-consumable store stock in government institutions must be conducted at least once every twelve months. Designated verification officers inspect physical inventory against stock register entries, identifying unserviceable items, stock shortages, or accounting discrepancies to maintain asset management integrity.

145. (A) Ensuring correct financial disbursement, account maintenance, treasury compliance, and audit readiness
As a Designated Drawing and Disbursing Officer, the head of school bears primary responsibility for correct financial disbursements, meticulous cash book maintenance, treasury compliance, and financial audit readiness. DDOs ensure that public funds are spent in accordance with budget allocations and financial rules, maintaining strict fiscal accountability across school operations.

146. (C) Establishing clear protocols, safety drills, and briefing invigilators to prevent exam irregularities
Establishing operational protocols, conducting safety drills, and briefing examination invigilators before testing events exemplifies preventive supervision. By anticipating potential administrative bottlenecks, security risks, or operational failures and implementing safeguards proactively, school leaders maintain smooth institutional functioning, prevent administrative irregularities, and protect overall exam integrity across academic departments.

147. (A) Transformational Educational Leadership
Transformational educational leadership restructures school culture by fostering a collaborative environment, building a shared institutional vision, and maintaining high expectations for teachers and students alike. By inspiring internal motivation and professional development, transformational leaders transform school climate, drive continuous pedagogical innovation, and elevate overall student learning outcomes.

148. (D) Distributed / Shared Leadership
Formations of collaborative teams comprising department heads, senior teachers, and external pedagogy experts to address academic declines exemplify distributed or shared leadership. Rather than relying solely on top-down authority, the principal leverages collective expertise, distributes leadership responsibilities, and empowers specialized staff teams to analyze challenges and drive pedagogical improvements.

149. (B) To investigate and solve practical classroom problems to improve educational practices
Action research conducted by classroom teachers focuses on investigating and solving immediate practical classroom challenges to enhance educational practices. Guided by instructional leaders, action research follows a reflective cycle of planning, action, observation, and evaluation, empowering educators to refine pedagogical techniques, improve student engagement, and address specific learning gaps directly.

150. (C) Enhancing student learning outcomes, holistic child development, and institutional excellence
The ultimate objective of all educational leadership tasks, administrative functions, financial management rules, and supervisory frameworks is enhancing student learning outcomes and promoting holistic child development. Administrative efficiency, organizational planning, and quality assurance mechanisms serve as supportive foundations designed to create safe, effective, and excellent learning environments for students.

****

Click Here to Buy book on Amazon

CHAPTER 04

Leadership Theories

1. Consider the following theoretical movements in administrative and educational leadership theories:
I. Behavioral Theories
II. Trait Theories
III. Transformational and Contemporary Theories
IV. Contingency and Situational Theories
Which of the following correctly represents the chronological sequence of these theoretical movements?
(A) I, II, IV, III
(B) II, I, IV, III
(C) II, IV, I, III
(D) I, IV, II, III

2. Which theoretical paradigm in leadership studies operated on the foundational premise that organizational effectiveness depends primarily on inherent, hereditary traits that cannot be acquired through training or professional development?
(A) Great Man Paradigm
(B) Behavioral Paradigm
(C) Situational Paradigm
(D) Transformational Paradigm

3. In the context of early 20th-century leadership thought, the Great Man Theory primarily attributed successful leadership in institutional governance to which factor?
(A) Rigorous instructional supervisory frameworks and formal teacher evaluation mechanisms
(B) Participative decision-making mechanisms within institutional advisory committees
(C) Innate biological attributes and divine endowment of extraordinary individual leaders
(D) Environmental contingencies and contextual institutional readiness factors

4. A key limitation of the Great Man Theory when applied to modern educational administration is its complete disregard for which institutional reality?
(A) The inherent personality traits and psychological dispositions of executive institutional heads
(B) The presence of structured bureaucratic hierarchies within public educational cadres
(C) The routine administrative duties and statutory responsibilities assigned to school principals
(D) The role of structured professional development and context on leadership performance

MCQGPT

5. Trait Theory of leadership emerged as an empirical refinement of the Great Man Theory. Which of the following core attributes was consistently highlighted in early Trait Theory research as a key determinant of effective executive administration?
(A) High LPC score
(B) Idealized influence and individualized consideration
(C) Cognitive ability, self-confidence, and drive
(D) Follower maturity level

6. Early Trait Theory research identified several cluster traits essential for administrative success. Which set of traits best aligns with Stogdill's classical taxonomy of administrative leadership traits?
(A) Position power, task structure, leader-member relations
(B) Intelligence, alertness, insight, responsibility, initiative, and sociability
(C) Socio-economic status, technical expertise, physical stature
(D) Idealized charisma, directive authority, coercive influence, contingent reward

7. Which statement accurately highlights a major empirical criticism of the traditional Trait Theory in educational leadership research?
(A) It fails to systematically distinguish between transactional exchange models and transformational supervisory behaviors in educational practice.
(B) It relies excessively on complex mathematical

formulations and empirical models of dynamic follower readiness indicators.
(C) It overemphasizes formal task structure definitions while entirely ignoring employee-oriented consideration behaviors.
(D) It failed to establish a universal set of traits guaranteeing success across diverse organizational contexts.

8. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Early Trait Theories failed to provide a predictive framework for selecting competent school leaders across diverse administrative settings.
Reason (R): Trait theories largely isolated personal characteristics from situational variables and follower dynamics within the school organization.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. The failure of Trait Theory to yield consistent predictors of leadership success led researchers in the 1940s and 1950s to shift their analytical focus toward which fundamental dimension?
(A) Innate charismatic attributes and psychological traits of public educational leaders
(B) Dynamic follower maturity indicators and professional readiness levels of teaching staff
(C) Concrete leader actions and observable administrative behaviors
(D) Path-goal clarifying behaviors and explicit role specification mechanisms

10. Behavioral theories of leadership operate on which core theoretical assumption that directly contrasts with Trait Theory?
(A) Leadership behaviors can be systematically learned and acquired through structured training.
(B) Leadership capability is biologically inherited, genetically determined, and completely immutable over time.
(C) Leadership effectiveness depends solely on the favorableness and control of situational environmental factors.
(D) Leaders must focus exclusively on assessing and monitoring follower task maturity and willingness levels.

11. In the Ohio State Leadership Studies, the dimension termed "Initiating Structure" specifically refers to leader behaviors that aim to achieve which objective?
(A) Establishing warm, trustful, and supportive interpersonal relationships with all departmental staff members
(B) Delegating complete operational autonomy to school faculty without administrative oversight or monitoring
(C) Inspiring instructional staff through compelling vision articulation, moral modeling, and charismatic idealization
(D) Defining roles, organizing tasks, setting communication channels, and procedural standards

12. Consider the following supervisory actions observed in a school setting:
I. Establishing clear teaching time-tables and duty rosters for academic examinations.
II. Defining standard operating procedures for maintaining academic registers.
III. Showing genuine concern for teachers' personal well-being and health emergencies.
Which of the above statement(s) correctly classify actions representing 'Initiating Structure' under the Ohio State Leadership Studies framework?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

13. In the Ohio State Leadership Studies, "Consideration" as a behavioral dimension is characterized primarily by which leadership orientation?
(A) Strict enforcement of statutory administrative rules, conduct regulations, and financial procedures
(B) Continuous micro-management and rigid supervision of routine classroom teaching and pedagogical practices
(C) Mutual trust, respect for subordinate ideas, open communication, and empathy
(D) Focus on calculating least preferred co-worker scales and assessing favorableness of situational control

14. Which finding from the Ohio State Leadership Research represents a critical insight for school

Downloaded from www.pdf.tube

principals seeking to balance institutional outcomes and staff satisfaction?
(A) High Initiating Structure consistently and inevitably results in low staff morale regardless of the leader's level of Consideration behavior.
(B) Low Initiating Structure combined with Low Consideration consistently produces optimal performance outcomes across academic settings.
(C) Consideration behavior is structurally irrelevant and unproductive within formal public administrative governance frameworks.
(D) High Consideration combined with High Initiating Structure yields optimal subordinate performance and satisfaction.

15. A newly appointed Principal of a school notices that while routine administrative compliance (filing registers, attendance marking) is meticulously maintained, teacher morale is extremely low and interpersonal trust between staff and administration is depleted. Applying the Ohio State Leadership framework, which action should the Principal prioritize?
(A) Enhance Consideration behaviors through open communication, staff empathy, and mutual respect.
(B) Increase strict supervisory monitoring and rigorously enforce disciplinary conduct rules.
(C) Abandon administrative Initiating Structure entirely and permit complete, unstructured operational autonomy for all teaching staff.
(D) Transfer task allocation responsibilities and routine administrative oversight entirely to the Vice-Principal or senior teachers.

16. The Michigan Leadership Studies conducted under Rensis Likert identified two distinct leadership orientations. What are these two primary orientations?
(A) Directive Administrative Leadership and Achievement-Oriented Instructional Leadership
(B) Employee-Oriented and Production-Oriented Leadership
(C) Idealized Charismatic Influence and Individualized Supervisory Consideration
(D) Impoverished Administrative Management and High-Performing Team Leadership

17. In the Michigan Leadership Studies, an "Employee-Oriented" leader is primarily distinguished by which behavior?
(A) Treating teaching staff strictly as transactional instruments to accomplish prescribed institutional targets and operational tasks
(B) Setting rigid operational output quotas for syllabus completion and examination evaluation without consulting classroom teachers
(C) Emphasizing interpersonal relations, personal interest in follower needs, and individual differences
(D) Focusing strictly on standard operational procedures, statutory compliance mandates, and routine financial audit requirements

18. According to the findings of the Michigan Leadership Studies, which leadership orientation was consistently associated with higher group productivity and greater job satisfaction?
(A) Employee-Oriented Leadership
(B) Production-Oriented Leadership
(C) Autocratic Directive Leadership
(D) Neutral Passive Leadership

MCQGPT

19. How does the Michigan Leadership Studies' "Production-Oriented" style conceptually align with the Ohio State Leadership Studies framework?
(A) It directly corresponds to high Consideration.
(B) It corresponds to low LPC score in Hersey-Blanchard theory.
(C) It directly corresponds to high Initiating Structure.
(D) It corresponds to high Individualized Consideration.

20. Robert Blake and Jane Mouton developed the Managerial Grid to conceptualize leadership styles along two behavioral axes. What are these two axes?
(A) Concern for Rules and Concern for Outcomes
(B) Concern for Authority and Concern for Environment
(C) Concern for Strategy and Concern for Audit
(D) Concern for Production and Concern for People

21. On the Blake and Mouton Managerial Grid, each axis is scored on a numerical scale ranging from:
(A) 0 to 100
(B) 1 to 9

(C) -5 to +5
(D) 1 to 5

22. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): The Blake and Mouton Managerial Grid posits that a (9,9) leadership style represents the most effective administrative approach across standard institutional settings.
Reason (R): A (9,9) style integrates a high concern for organizational goals with a high concern for people, fostering trust, commitment, and high performance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

23. On the Managerial Grid, the (1,1) leadership style is formally designated as:
(A) Country Club Management
(B) Task Management / Authority-Compliance
(C) Impoverished Management
(D) Middle-of-the-Road Management

24. Which behavioral pattern exemplifies an "Impoverished Management" (1,1) style in a school head?
(A) Exerting minimal effort to complete required work, indifferent to academic outcomes and staff well-being
(B) Maintaining exceptionally high standards of classroom instruction while completely disregarding staff health, welfare, and personal concerns
(C) Creating an exceptionally comfortable, friendly school environment without pushing for academic achievement or performance metrics
(D) Continually compromising on major organizational goals and performance standards specifically to avoid administrative workplace conflict

25. An administrator demonstrating a (9,1) style on the Blake and Mouton Managerial Grid is characterized as placing:
(A) High operational concern for interpersonal relationships and low concern for institutional production
(B) Low administrative concern for both organizational task production and departmental staff welfare
(C) Moderate, balanced concern for both institutional task production and staff interpersonal needs
(D) High concern for production and low concern for people

26. A Principal who enforces rigid administrative quotas for syllabus completion, refuses staff leave requests during routine academic weeks, and views teachers solely as operational instruments exhibits which Managerial Grid style?
(A) (1,9) Country Club Management Style
(B) (9,1) Authority-Compliance
(C) (5,5) Middle-of-the-Road Management
(D) (9,9) Team Management Leadership Style

27. Consider the following statements regarding the (1,9) "Country Club" management style on the Blake and Mouton Grid:
I. Thoughtful attention to the needs of people for satisfying relationships.
II. A comfortable, friendly organization atmosphere and work tempo.
III. High drive toward achieving rigorous institutional targets regardless of personal morale.
IV. Low concern for production and operational efficiency.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

28. Which outcome is most likely to occur in a school led by a Principal demonstrating a perpetual (1,9) "Country Club" administrative style?
(A) Exceptionally high standardized test results combined with severe, widespread staff burnout and attrition
(B) High administrative operating efficiency accompanied by meticulous compliance with all financial rules
(C) Harmonious staff relations with low academic accountability and compromised standards
(D) Frequent institutional labor disputes accompanied by severe, ongoing administrative litigation and sanctions

29. The (5,5) leadership style on Blake and Mouton's Managerial Grid is officially termed:
(A) Collaborative Team Management Style

Click Here to Buy book on Flipkart

(B) Passive Impoverished Management Style
(C) Middle-of-the-Road Style
(D) Autocratic Task Management Style

30. A school Principal aims to balance academic target achievement with acceptable staff morale by consistently settling for adequate, average performance and avoiding controversial reforms that might disrupt status quo. Which Managerial Grid classification best describes this head of institution?
(A) (5,5) Middle-of-the-Road Style
(B) (9,1) Authority-Compliance Management Style
(C) (9,9) High-Performance Team Management Style
(D) (1,1) Passive Impoverished Management Style

31. What is the fundamental assumption underlying the (9,9) "Team Management" style on the Managerial Grid?
(A) Maximum operational compliance is achieved strictly through autocratic supervisory control, rigid monitoring, and formal disciplinary sanctions.
(B) Satisfying staff social and interpersonal needs automatically guarantees exceptionally high standardized academic achievement across departments.
(C) Institutional operational goals and staff job satisfaction are inherently contradictory domains that demand constant administrative compromise.
(D) Work accomplishment comes from committed people sharing a common stake in organizational purpose.

32. Which pair correctly matches the Managerial Grid numerical coordinates with its corresponding leadership style designation?
(A) (9,1) — Country Club Management
(B) (9,9) — Team Management
(C) (1,9) — Task / Authority-Compliance Management
(D) (5,5) — Impoverished Management

33. Contingency theories of leadership developed primarily in response to which major realization in organizational research?
(A) Trait theories were empirically proven to be completely accurate, universal, and reliable across all distinct organizational contexts.
(B) Follower personal traits and psychological readiness profiles were empirically shown to be identical across all institutional types.
(C) Behavioral theories ignored environmental variables moderating leadership effectiveness.
(D) Universal administrative rules and universal supervisory behaviors apply identically in every public educational school setting.

34. What is the central postulate of Contingency Theory in educational leadership?
(A) There is one single, best, universal leadership behavioral style perfectly suited for all administrative and supervisory scenarios.
(B) Leaders should strictly and exclusively adopt an Impoverished (1,1) administrative style during critical institutional crisis management.
(C) Institutional authority and administrative leadership effectiveness rest solely on formal position power under statutory civil service rules.
(D) Effectiveness depends on matching the leader's style with situational control and influence.

35. Who formulated the classical Contingency Model of Leadership incorporating the Least Preferred Co-worker (LPC) instrument?
(A) Paul Hersey and Ken Blanchard
(B) Robert House
(C) Bernard Bass
(D) Fred Fiedler

36. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): According to Fiedler's Contingency Model, an individual's basic leadership style (high or low LPC) is relatively fixed and difficult to change.
Reason (R): Fiedler posits that organizational effectiveness is best achieved by altering the situation to fit the leader's style rather than attempting to change the leader's fundamental personality structure.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

Downloaded from www.pdf.tube

37. In Fiedler's Contingency Model, a High LPC (Least Preferred Co-worker) score indicates that the leader is primarily:
(A) Task-oriented
(B) Transactional-oriented
(C) Relationship-oriented
(D) Impoverished-oriented

38. Conversely, in Fiedler's framework, a Low LPC score signifies that the leader derives primary satisfaction from:
(A) Task accomplishment and goal achievement
(B) Fostering warm, supportive interpersonal bonds among departmental staff
(C) Delegating total operational autonomy to subordinate classroom teachers
(D) Seeking full participative consensus in every administrative decision

39. Fiedler identifies three major situational dimensions that determine situational favorableness. Which of the following correctly lists these three dimensions?
(A) Follower Task Maturity, Task Structure, and Idealized Influence Dimensions
(B) Directive Leadership Style, Supportive Style, and Participative Style
(C) Task Structure, Leader-Member Relations, and Position Power
(D) Impoverished Grid Coordinates, Country Club Grid, and Team Grid

40. In Fiedler's Contingency Model, "Leader-Member Relations" refers to:
(A) The degree of clarity, routine, and procedural detail in assigned tasks
(B) The formal authority inherent in the administrative post under statutory provisions
(C) The academic qualification ratio of teaching staff
(D) The degree of confidence, trust, and respect that followers have in their leader

41. In Fiedler's framework, "Position Power" is best defined as:
(A) The overall warmth, interpersonal trust, and psychological safety generated during routine staff meetings
(B) The overall level of follower willingness and commitment to voluntarily undertake extra-curricular duties
(C) The explicit clarity and detail of instructional learning outcomes outlined in the national curriculum
(D) The degree of formal power over rewards, discipline, and promotions

42. Consider the following structural conditions in a school:
I. Standardized examination evaluation guidelines (clear procedures).
II. High respect and trust enjoyed by the Principal among the teaching staff.
III. Strong statutory administrative authority granted to the Principal under relevant administrative rules.
Which of the above statement(s) represent(s) the most favorable situation according to Fiedler's Model?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

43. According to Fiedler's contingency research, Task-Oriented (Low LPC) leaders perform best under which situational conditions?
(A) Only in moderately favorable situations
(B) Strictly when leader-member relations are poor and task structure is low
(C) In both extremely favorable and extremely unfavorable situations
(D) Exclusively in non-routine, highly creative educational environments

44. Under Fiedler's framework, Relationship-Oriented (High LPC) leaders tend to perform most effectively in which situational favorableness category?
(A) Moderately favorable situations
(B) Extremely favorable situations only
(C) Extremely unfavorable situations only
(D) Situations where position power is completely absent

45. A Vice-Principal is placed in charge of a newly established school where staff relations are strained (poor leader-member relations), curriculum operational plans are completely unstructured (low task structure), and administrative statutory sanctions are weak (low position power). According to Fiedler's Contingency Model, which type of leader style will perform most effectively in this extremely unfavorable scenario?
(A) Task-oriented (Low LPC) leader
(B) Relationship-oriented (High LPC) leader

MCQGPT

(C) Country Club (1,9) leader
(D) Laissez-faire passive leader

46. Who developed the Path-Goal Theory of leadership, grounding it in the Expectancy Theory of motivation?
(A) Fred Fiedler
(B) Robert House
(C) Paul Hersey
(D) Chester Barnard

47. The core function of a leader under Robert House's Path-Goal Theory is to:
(A) Systematically assess the individual psychological and biological LPC score of all departmental subordinates
(B) Profoundly transform staff personal moral values and beliefs through persuasive charismatic appeal
(C) Assist followers by clarifying paths, removing obstacles, and providing rewards
(D) Maintain strict administrative non-interference and laissez-faire detachment in routine academic duties

48. Path-Goal Theory posits that a leader's behavioral style is effective depending on which two main contingency factors?
(A) Individual leader cognitive intelligence quotient and chronological age profile
(B) Physical leader stature, vocal presence, and statutory civil service remuneration rules
(C) Objective LPC numerical score and two-dimensional Managerial Grid coordinates
(D) Environmental context factors and subordinate contingency characteristics

49. Which leadership style in Path-Goal Theory involves letting subordinates know what is expected of them, scheduling work to be done, and giving specific guidance on how to accomplish tasks?
(A) Supportive Leadership
(B) Participative Leadership
(C) Achievement-Oriented Leadership
(D) Directive Leadership

50. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): In Path-Goal Theory, directive leadership behavior generates positive subordinate satisfaction when tasks are ambiguous and complex.
Reason (R): When tasks are highly structured and routine, directive leadership is redundant and may be perceived as overly controlling or bureaucratic.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. In Path-Goal Theory, "Supportive Leadership" is characterized by:
(A) Continuously setting highly challenging performance goals and expecting subordinates to perform at their highest level
(B) Extensively consulting with departmental subordinates and using their suggestions before making formal administrative decisions
(C) Friendly, approachable behavior showing genuine concern for subordinate needs
(D) Giving detailed, step-by-step standard operating instructions and procedural guidelines for routine administrative tasks

52. When subordinates possess high levels of experience and technical competence, but face a stressful or tedious task environment in school (e.g., end-of-year tabulation work), which Path-Goal leadership style yields the highest staff satisfaction?
(A) Directive Leadership
(B) Autocratic Leadership
(C) Impoverished Leadership
(D) Supportive Leadership

53. Under Path-Goal Theory, a Principal who consults with senior teachers, solicits their opinions regarding school policy modifications, and genuinely integrates their suggestions into institutional planning is demonstrating:
(A) Directive Leadership
(B) Achievement-Oriented Leadership
(C) Participative Leadership
(D) Authority-Compliance Leadership

54. A Principal sets ambitious target outcomes for board examination results, expresses strong confidence in the teaching faculty's capabilities, and continually emphasizes excellence in academic delivery. According to Path-Goal Theory, which leadership style is being displayed?

Click Here to Buy book on Amazon

(A) Directive Administrative Leadership Style
(B) Supportive Interpersonal Leadership Style
(C) Passive Laissez-faire Leadership Style
(D) Achievement-Oriented Style

55. Path-Goal Theory predicts that Directive Leadership will lead to greater subordinate satisfaction when:
(A) Tasks are ambiguous and subordinates have external locus of control
(B) Subordinates possess a high internal locus of control, high task competence, and extensive domain experience
(C) Subordinates face highly structured, routine, repetitive, and clearly specified administrative tasks
(D) Tasks are intrinsically motivating, highly engaging, self-rewarding, and clearly structured

56. Which pair incorrectly matches the Path-Goal leadership style with its appropriate environmental contingency context?
(A) Directive Style — Complex, ambiguous tasks
(B) Supportive Style — Structured, repetitive, or frustrating tasks
(C) Achievement-Oriented Style — Simple, highly routine, mechanical tasks
(D) Participative Style — Non-repetitive tasks with subordinates having internal locus of control

57. Consider the following factors in Robert House's Path-Goal Theory:
I. Perceived self-ability / competence
II. Locus of control (Internal vs. External)
III. Formal statutory authority system of the organization
IV. Experience level
Which of the above statement(s) represent(s) key subordinate contingency factors specified in Path-Goal Theory?
(A) I and II only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

58. Hersey and Blanchard's Situational Leadership Theory (SLT) focuses primarily on adapting leadership styles to match which variable?
(A) The LPC score of the administrative head
(B) The formal legislative framework of the department
(C) The readiness or maturity level of the followers
(D) The statutory budget allocation of the department

59. In Situational Leadership Theory, "Follower Readiness" (or Maturity) is defined along two primary components. What are these two components?
(A) Cognitive Intelligence Quotient and Emotional Intelligence Quotient
(B) Formal Academic Qualifications and Cumulative Years of Service
(C) Perceived Task Structure and Formal Administrative Position Power
(D) Job Ability and Psychological Willingness

60. A newly appointed teacher in a school has high enthusiasm and motivation, but lacks experience and technical knowledge regarding institutional examination schemes and record-keeping procedures. According to Hersey and Blanchard, what is the readiness level of this teacher, and which leadership style should the Principal employ?
(A) Low Readiness (R1); Directing (S1) style
(B) Moderate Readiness (R2); Selling (S2) style
(C) Moderate Readiness (R3); Participating (S3) style
(D) High Readiness (R4); Delegating (S4) style

61. Hersey and Blanchard conceptualize four distinct leadership styles based on combinations of Task Behavior and Relationship Behavior. What are these four styles?
(A) Directive, Supportive, Participative, Achievement-Oriented
(B) Telling (S1), Selling (S2), Participating (S3), Delegating (S4)
(C) Impoverished, Country Club, Task, Team
(D) Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration

62. Which leadership style corresponds to follower readiness level R1 (Low Ability, Low Willingness/ Insecurity) under Hersey and Blanchard's Situational Leadership model?
(A) S4 — Delegating Style
(B) S3 — Participating Style
(C) S2 — Selling / Coaching Style
(D) S1 — Telling / Directing

63. In Hersey and Blanchard's SLT, the "Selling" (S2) leadership style is characterized by:

MCQGPT

(A) High Task and High Relationship behavior
(B) Low Task behavior and High Relationship behavior
(C) Low Task behavior and Low Relationship behavior
(D) High Task behavior and Low Relationship behavior

64. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Under Hersey and Blanchard's Situational Leadership Model, when followers achieve High Ability and High Willingness (R4 level), the leader should adopt a Delegating (S4) style.
Reason (R): R4 followers require low task supervision and low emotional support, as they are competent, confident, and capable of taking full responsibility.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

65. A senior PGT teacher has extensive pedagogical experience, exceptional subject mastery, high self-confidence, and a proven track record of managing school academic projects independently (R4 level). Which supervisory style should the Principal adopt for this teacher?
(A) S1 — Telling (Micro-managing daily classroom teaching duties)
(B) S2 — Selling (Explaining decisions and persuading continuously)
(C) S1 — Directing (Issuing strict written warning directives)
(D) S4 — Delegating (Granting operational autonomy)

66. In Hersey and Blanchard's framework, the "Participating" (S3) style is best suited for followers who possess:
(A) Low task ability combined with low psychological willingness or insecurity (R1)
(B) High ability but low willingness (R3)
(C) Low task ability combined with high motivation, enthusiasm, and willingness (R2)
(D) High task ability combined with high psychological confidence and willingness (R4)

67. Which quadrant combination in Hersey and Blanchard's matrix correctly represents the "Participating" (S3) leadership style?
(A) High Task, Low Relationship
(B) High Task, High Relationship
(C) Low Task, High Relationship
(D) Low Task, Low Relationship

68. What primary progression occurs in leader behavior as a follower moves from readiness level R1 to R4 in Hersey and Blanchard's model?
(A) Task behavior continuously increases while supportive relationship behavior decreases systematically across all stages.
(B) Both directive task behaviors and supportive relationship behaviors increase continuously and linearly from R1 to R4.
(C) Leader behavior shifts permanently and irreversibly toward rigid autocratic disciplinary sanctions and formal compliance.
(D) Task behavior decreases, while relationship behavior peaks around R2/R3 before decreasing at R4.

69. Leader-Member Exchange (LMX) Theory fundamentally differs from traditional leadership theories by focusing on:
(A) The average, uniform behavioral style exhibited by administrative leaders toward all followers
(B) The innate psychological personality traits inherited by extraordinary political and social leaders
(C) The dyadic relationship between a leader and each individual subordinate
(D) The macro-level policy formulation processes under national statutory education frameworks

70. According to LMX Theory, leaders naturally form two distinct groups of followers within their organizational units. What are these two groups?
(A) Transactional Group and Transformational Group
(B) Task Group and Maintenance Group
(C) High LPC Group and Low LPC Group
(D) In-Group and Out-Group

71. In LMX Theory, subordinates classified within the "In-Group" are typically characterized by:
(A) Performing strictly according to formal job descriptions, receiving standard formal rewards, and maintaining purely formal interactions

Downloaded from www.pdf.tube

(B) Marked mutual distrust, frequent formal disciplinary warnings, low performance expectations, and minimal discretionary task assignments
(C) Complete administrative immunity from statutory civil service rules, departmental conduct regulations, and financial audit scrutiny
(D) High trust, mutual respect, informal leader access, and voluntary extra-role contributions

72. Consider the following observations regarding staff dynamics in a school:
I. Group A teachers receive special administrative responsibilities, flexible project support, and frequent personal encouragement from the Principal.
II. Group B teachers fulfill basic statutory hours, follow standard timetable allocations, and receive formal communication strictly through written circulars.
III. Group A teachers demonstrate higher organizational citizenship behavior (OCB) and job satisfaction.
Which of the following theoretical frameworks best explains these observed workplace phenomena?
(A) Leader-Member Exchange Theory
(B) House's Path-Goal Contingency Theory
(C) Fiedler's Contingency Model of Leadership
(D) Classical Great Man Leadership Theory

73. A major potential risk or negative consequence of strong In-Group/Out-Group differentiation under LMX theory within a school staff is:
(A) Excessive, uncoordinated standardized academic testing procedures across all student grade levels
(B) Staff perceptions of favoritism, lower morale, and Out-Group conflict
(C) Complete structural loss of formal statutory position power and administrative authority by the Principal
(D) Severe systemic failure to comply with standard procurement guidelines

74. According to LMX Theory, how do "Out-Group" members interact with the school administrator?
(A) They consistently enjoy high social exchange, personal coaching, and close informal administrative mentorship.
(B) They are routinely given complete operational autonomy to determine major institutional and departmental policies.
(C) Interactions are strictly limited to formal employment contracts and statutory rules.
(D) They possess significantly higher influence than In-Group members over key administrative decision-making processes.

75. A Principal notices that an "Out-Group" teacher feels alienated and limits their contribution solely to compulsory classroom teaching hours. To apply LMX Theory constructively and move this teacher toward an "In-Group" relationship, what action should the Principal take?
(A) Issue a formal administrative memo demanding immediate increased participation under threat of disciplinary proceedings.
(B) Offer incremental responsibility, demonstrate trust, and recognize voluntary contributions.
(C) Reduce the teacher's pay scale and invoke formal financial penalties under conduct rules.
(D) Ignore the teacher completely and delegate all departmental funds and prestigious projects to existing In-Group members.

76. Who originally conceptualized the distinction between Transactional and Transformational leadership, which was later expanded by Bernard Bass in organizational settings?
(A) James MacGregor Burns
(B) Fred Fiedler
(C) Robert Blake
(D) Rensis Likert

77. Transactional leadership operates primarily on which mechanism of governance?
(A) Inspiring subordinates to completely transcend self-interest for the overarching collective vision of the institution
(B) Promoting active intellectual stimulation through radical, systematic questioning of traditional classroom pedagogy
(C) Exchanges based on contingent rewards, standard rules, and performance expectations.
(D) Leveraging unconscious emotional charisma and personal magnetism without establishing formal structural boundaries

78. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Transformational leadership goes beyond transactional exchanges by motivating followers to perform beyond initial expectations.

MCQGPT

Reason (R): Transformational leaders appeal to followers' higher-order intrinsic needs, moral values, and collective organizational goals.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

79. Bernard Bass identified four core components of Transformational Leadership, commonly known as the "4 Is". Which of the following lists these 4 Is correctly?
(A) Initiating Structure, Individual Drive, Institutional Vision, and Informal Administrative Network
(B) Impoverished Style, Integrative Style, Instrumental Power, and Instructional Innovation Focus
(C) Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration
(D) Immediate Reward, Internal Control, Interpersonal Trust, and Formal Institutional Authority

80. In Bass's 4 Is framework, "Idealized Influence" refers to:
(A) Providing constructive professional feedback during routine administrative file maintenance and inspection
(B) Serving as an ethical role model instilling pride, trust, and respect
(C) Establishing rigid, formulaic performance-linked monetary bonuses and formal financial incentives
(D) Micro-managing daily classroom lesson plans and enforcing strict standardized teaching rosters

81. When a Principal communicates a compelling future vision for the school, articulates high expectations passionately, and inspires staff optimism about achieving institutional excellence, which component of Transformational Leadership is being exhibited?
(A) Individualized Consideration
(B) Management-by-Exception (Active)
(C) Inspirational Motivation
(D) Contingent Reward

82. "Intellectual Stimulation" as a component of Transformational Leadership in a school context is best demonstrated when the Principal:
(A) Enforces strict, unyielding compliance with traditional decade-old pedagogical routines without permitting modification
(B) Offers financial incentives, statutory honorariums, and formal commendations strictly for individual staff punctuality
(C) Punishes classroom teachers immediately and severely through administrative memos for minor routine errors
(D) Encouraging teachers to reframe problems and try innovative instructional methods.

83. A Principal takes time to understand each teacher's unique career aspirations, acts as a personal mentor, provides individualized learning opportunities, and listens attentively to personal concerns. Which component of Bass's model does this represent?
(A) Individualized Consideration
(B) Charismatic Idealized Influence
(C) Intellectual Stimulation Dimension
(D) Transactional Contingent Reward

84. Which of the following leadership behaviors represents a "Transactional" leadership dimension within Bernard Bass's full-range leadership model?
(A) Idealized Influence Dimension
(B) Management-by-Exception
(C) Individualized Consideration Dimension
(D) Intellectual Stimulation Dimension

85. In Bass's Full-Range Leadership Model, "Management-by-Exception (Passive)" occurs when the administrator:
(A) Actively and continuously monitors staff performance for errors, rule deviations, and administrative mistakes to correct them immediately
(B) Passionately articulates a vivid, inspiring organizational vision for total quality management and continuous institutional reform
(C) Intervenes only after standards are breached or errors occur.
(D) Delegates complete institutional decision-making authority and operational control entirely to external non-official SMC members

Click Here to Buy book on Flipkart

86. What is "Laissez-Faire" leadership in the context of Bass's Full-Range Leadership Model?
(A) High directive task oversight combined with high supportive administrative intervention across all departments
(B) Dynamic, fully participative group decision-making processes during routine and emergency staff meetings
(C) Dynamic charismatic transformation of organizational culture and institutional values across all cadre levels
(D) Avoidance of leadership, abdication of responsibility, and decision delays.

87. Consider the following statements regarding Charismatic Leadership Theory:
I. Charismatic leaders articulate a compelling visionary goal that deviates from the status quo.
II. Followers demonstrate complete trust in the leader's beliefs and strong emotional attachment.
III. Charismatic leadership relies exclusively on formal statutory sanctions and position authority under service rules.
IV. Charismatic leaders engage in personal risk-taking and self-sacrifice to achieve their vision.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

88. A primary distinction between Charismatic Leadership and Authentic Leadership is that Authentic Leaders:
(A) Focus solely on contingent transactional rewards, rule enforcement, and immediate financial performance incentives
(B) Consistently avoid articulating any overarching institutional vision, core personal values, or long-term strategic goals
(C) Rely on self-awareness, moral standards, and ethical transparency over charm.
(D) Depend exclusively on low LPC scores, rigid formal task structures, and authoritative position control mechanisms

89. Authentic Leadership Theory identifies four fundamental components. Which of the following represents these four dimensions?
(A) Self-awareness, Relational Transparency, Balanced Processing, Internalized Moral Perspective
(B) Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration
(C) Task Structure, Position Power, Leader-Member Relations, Followers Maturity
(D) Telling, Selling, Participating, Delegating

90. A school Principal transparently acknowledges their administrative limitations during a staff consultation, objectively analyzes contrasting feedback from senior staff before taking a decision, and remains committed to moral values despite external political pressure. Which modern leadership framework best captures this principal's operational style?
(A) Impoverished Management
(B) Authentic Leadership
(C) Transactional Management-by-Exception
(D) Autocratic Leadership

91. In Authentic Leadership, "Balanced Processing" refers to the leader's ability to:
(A) Maintain a precise, equal balance between concern for production and concern for people on a 5,5 managerial grid scale
(B) Objectively analyze relevant data and opposing viewpoints before deciding.
(C) Systematically balance contingent transactional rewards and formal contingent punishments equally across all situations
(D) Divide administrative, operational, and financial budgets equally across all academic and non-academic departments

92. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Authentic leaders build deep institutional trust and high staff commitment over time.
Reason (R): Their actions are guided by an internalized moral perspective and relational transparency rather than superficial manipulation or short-term personal gain.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

93. Which leadership theory explicitly incorporates the follower's perception of "Locus of Control"

MCQGPT

(Internal vs. External) as a key moderating contingency variable?
(A) Fiedler's Contingency Model
(B) Blake and Mouton's Managerial Grid
(C) Path-Goal Theory (House)
(D) Great Man Theory

94. Match the theoretical concepts in List I with their pioneer proponents in List II:
List I: (Theoretical Concept)
P. Least Preferred Co-worker (LPC)
Q. Managerial Grid
R. Path-Goal Theory
S. 4 Is of Transformational Leadership
List II: (Pioneer Proponent)
1. Fred Fiedler
2. Blake and Mouton
3. Robert House
4. Bernard Bass
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-3, R-2, S-4
(C) P-4, Q-2, R-1, S-3
(D) P-1, Q-2, R-3, S-4

95. Which pair represents an incorrect match between a leadership theory and its core underlying construct?
(A) Hersey-Blanchard Model — Follower Readiness / Maturity
(B) LMX Theory — Vertical Dyadic Linkages and In-Group/Out-Group Dynamics
(C) Authentic Leadership — Internalized Moral Perspective and Relational Transparency
(D) Ohio State Studies — Impoverished vs Team Management Coordinates

96. When comparing Fiedler's Contingency Theory and Hersey-Blanchard's Situational Leadership Theory, what is a fundamental difference in their underlying assumptions?
(A) Hersey and Blanchard consider individual leadership style as permanent and unchangeable, while Fiedler considers it completely dynamic.
(B) Fiedler focuses exclusively on classroom pedagogical practices, while Hersey and Blanchard focus strictly on financial management rules.
(C) Neither contingency theory considers the broader organizational environment, institutional context, or specific task requirements.
(D) Fiedler views leader style as fixed, whereas Hersey-Blanchard assumes leaders can flex their style.

MCQGPT

97. In applying instructional leadership in a school setting, a Principal acts as a strong "Instructional Leader" primarily by focusing on which domain?
(A) Defining mission, managing educational programs, and monitoring instruction.
(B) Managing physical school infrastructural construction, civil works, and facility maintenance projects exclusively
(C) Handling complex statutory legal matters, service writs, and litigation on a daily basis
(D) Maintaining strictly formal accounting ledgers, cash books, and financial registers

98. Distributed Leadership in educational management is best described as an approach where:
(A) The Principal delegates routine administrative and supervisory work exclusively to external private commercial contractors
(B) Leadership practice is distributed across multiple individuals rather than centered solely in the principal.
(C) The central educational authority formally abolishes the institutional post and supervisory authority of the school Principal
(D) Teachers exercise total individual classroom authority while maintaining zero formal or institutional accountability

99. Which leadership framework is most effective for a Principal attempting long-term cultural transformation, pedagogical reform, and moral alignment across a failing government school?
(A) Laissez-Faire Leadership
(B) Management-by-Exception (Passive)
(C) Transformational Leadership
(D) Impoverished Management (1,1)

100. A Principal who relies predominantly on contingent rewards—such as granting favorable annual performance appraisal entries strictly in exchange for meeting examination result targets—is operating under which leadership style?
(A) Transformational Leadership
(B) Authentic Leadership
(C) Distributed Leadership
(D) Transactional Leadership

101. In the context of school management, how does "Distributed Leadership" enhance institutional sustainability?
(A) By strictly concentrating all administrative decision-making authority and statutory control within the central office of the Principal
(B) By systematically replacing certified professional classroom teachers with untrained local community volunteers and informal aides
(C) By developing shared leadership capacity among staff to ensure continuity despite turnover.
(D) By completely eliminating all formal statutory supervisory roles, administrative checks, and management positions across schools

102. Consider the following leadership behaviors executed by an educational head:
I. Establishing a shared vision for baseline literacy across all primary grades.
II. Providing individual feedback and professional development mentoring to junior teachers.
III. Encouraging staff to utilize ICT and innovative pedagogical tools in daily teaching.
Which of the above statement(s) represent(s) Bass's Transformational Leadership components?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

103. Which leadership approach is most suitable when a Principal must immediately handle an emergency school crisis, such as a major structural building hazard or an acute safety violation on campus?
(A) High Directive leadership ensuring immediate compliance and safety.
(B) Laissez-faire non-intervention to permit completely spontaneous group consensus and staff self-direction
(C) (1,9) Country Club administrative management prioritizing staff social comfort over immediate structural evacuation
(D) Engaging in deep reflective dialogue and consensus-building over several weeks utilizing Authentic Leadership practices

104. A Principal aiming to foster a "Professional Learning Community" (PLC) among school faculty would rely most directly on which combination of leadership theories?
(A) Classical Great Man Theory combined with Passive Impoverished Management
(B) Transformational, Distributed, and Intellectual Stimulation styles
(C) Management-by-Exception (Passive) combined with Low LPC Contingency Theory
(D) Autocratic Task Management combined with Passive Laissez-Faire Leadership

105. A Principal observed that despite high academic qualifications, several teachers were reluctant to adopt a new experiential learning pedagogy mandated under a new curriculum framework due to fear of failure and lack of practical training (R2/R3 level). The Principal organized peer-modeling workshops, offered personal encouragement, and actively involved teachers in co-designing sample lesson plans. Applying Hersey-Blanchard and Path-Goal frameworks, which composite leadership strategy was applied?
(A) High Task / Low Relationship (Telling) approach combined strictly with Directive administrative control
(B) Passive Management-by-Exception combined with complete Laissez-faire non-interference and detachment
(C) High Relationship and Supportive styles building confidence and ability.
(D) Impoverished (1,1) administrative avoidance strategy combined with complete institutional delegation

106. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Distributed leadership does not diminish the administrative accountability of the school Principal.
Reason (R): Under statutory provisions and service rules, formal institutional accountability remains vested in the head of the institution, even when operational leadership functions are shared.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

Downloaded from www.pdf.tube

107. Which trait was highlighted by Stogdill's second survey (1974) as essential for modern administrative leaders, reflecting a major shift from early trait focus on physical stature?
(A) Physical height, commanding posture, and vocal pitch
(B) High Least Preferred Co-worker (LPC) numerical score
(C) Inherited noble biological lineage and aristocracy
(D) Stress tolerance and emotional maturity

108. The distinction between "Initiating Structure" (Ohio State) and "Production Orientation" (Michigan) lies primarily in:
(A) Initiating Structure organizes goals; Production Orientation focuses strictly on task output.
(B) Initiating Structure is purely relationship-focused, while Production Orientation is completely passive and detached.
(C) Initiating Structure was developed by Fred Fiedler, whereas Production Orientation was formulated by Robert House.
(D) There is no conceptual distinction whatsoever; both dimensions are completely identical in research methodology.

109. What is the fundamental critique of the Blake and Mouton Managerial Grid when applied to school governance?
(A) It overemphasizes statutory government financial rules and financial compliance over human relation dynamics.
(B) It neglects contingencies by universally promoting (9,9) as the best style.
(C) It relies strictly on Fiedler's Least Preferred Co-worker (LPC) objective scoring instruments and calculations.
(D) It applies exclusively to informal student council elections and minor extra-curricular club activities.

110. In Fiedler's model, if a school Principal has High Leader-Member Relations (Good), High Task Structure (Structured), but Low Position Power (Weak), the situation favorableness is categorized as:
(A) Category I (Extremely Favorable)
(B) Category II (Highly Favorable)
(C) Category VIII (Extremely Unfavorable)
(D) Category V (Moderately Unfavorable)

111. According to Path-Goal Theory, when a school task is highly unstructured, complex, and teachers lack clear guidelines, what leader behavior reduces role ambiguity and increases satisfaction?
(A) Supportive Leadership
(B) Laissez-Faire Leadership
(C) Country Club Leadership
(D) Directive Leadership

112. In Hersey and Blanchard's SLT, what defining characteristic separates an R2 follower from an R3 follower?
(A) R2 possesses high technical ability across all tasks; R3 consistently displays low technical ability.
(B) R2 possesses both high job ability and high psychological willingness; R3 lacks both components entirely.
(C) R2 and R3 are conceptualized as completely identical maturity levels in overall job readiness.
(D) R2 has low ability with high willingness; R3 has high ability with low confidence.

113. Under LMX theory, high-quality dyadic relationships between a Principal and senior faculty members result in which positive organizational outcome?
(A) Significantly higher rates of statutory administrative litigation and official union grievances
(B) Higher citizenship behavior, job satisfaction, and lower turnover.
(C) Strict, unyielding adherence to Passive Management-by-Exception across all academic departments
(D) Complete structural elimination of routine timetable constraints and instructional schedules

MCQGPT

114. Which component of Transformational Leadership specifically targets fostering creative problem-solving and critical thinking among school staff members?
(A) Individualized Consideration
(B) Idealized Influence
(C) Contingent Reward
(D) Intellectual Stimulation

115. An Authentic Leader's decision-making process is heavily driven by an "Internalized Moral Perspective." This means their administrative choices are guided by:

(A) Prevailing external peer pressures, bureaucratic self-interest, and short-term political expediency
(B) Formal Impoverished management coordinates derived from two-dimensional managerial grid frameworks
(C) Strict adherence to passive management-by-exception operational routines and rules
(D) Core ethical values and public service integrity, regardless of external pressures.

116. Which leadership theory explicitly incorporates the concept of "Vertical Dyadic Linkages" (VDL) during its initial conceptual formulation?
(A) House's Path-Goal Contingency Theory
(B) Leader-Member Exchange Theory
(C) Blake and Mouton's Managerial Grid Model
(D) Classical Great Man Leadership Theory

117. Consider the following features of Instructional Leadership in school administration:
I. Direct involvement in curriculum planning, development, and pedagogical evaluation.
II. Frequent observation of classroom teaching followed by constructive developmental feedback.
III. Exclusively focusing on procurement financial files and civil construction works.
IV. Monitoring student learning outcomes using standardized baseline performance data.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

118. In the context of school governance, a Principal utilizing "Distributed Leadership" during the preparation of the School Development Plan (SDP) will:
(A) Personally draft the entire SDP in complete isolation without consulting teaching faculty, Vice-Principals, or SMC members
(B) Form collaborative sub-committees of staff and SMC members to analyze needs and draft the SDP.
(C) Outsource the preparation and formatting of the official SDP entirely to a commercial private consulting agency
(D) Completely ignore the requirement for preparing a School Development Plan altogether across academic sessions

119. Which leadership theorist introduced the "Full-Range Leadership Model" extending from Laissez-Faire to Transformational Leadership?
(A) Bernard Bass
(B) Fred Fiedler
(C) Robert House
(D) Ralph Stogdill

120. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Transactional leadership provides a necessary administrative baseline for organizational order and compliance in schools.
Reason (R): Routine administrative functions—such as timetable adherence, examination conduct, and financial regularity—depend on clear rules, standards, and performance exchanges.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. In Path-Goal Theory, a subordinate with an "Internal Locus of Control" (believing they control their own destiny) responds most favorably to which leadership style?
(A) Autocratic Directive Style
(B) Impoverished Style
(C) Participative Style
(D) Coercive Style

122. Which term describes a leader who uses charismatic emotional appeal primarily to manipulate followers for personal ego-gratification and self-aggrandizement rather than public good?
(A) Authentic Values-Driven Leader
(B) Distributed Instructional Leader
(C) Servant Institutional Leader
(D) Unethical Charismatic Leader

123. Under Hersey and Blanchard's SLT, if a Principal uses a "Telling" (S1) style with a highly competent, willing, and experienced teacher (R4), what is the most likely organizational outcome?
(A) Significantly enhanced professional synergy, collaborative growth, and instructional innovation
(B) Immediate, sustained improvement in

Click Here to Buy book on Amazon

standardized student achievement test scores across grades
(C) Substantial elevation of the teacher's individual LPC score and psychological readiness profile
(D) Teacher frustration, perceived micro-management, and lowered morale

124. What is the central focus of "Relational Transparency" in Authentic Leadership?
(A) Keeping all internal administrative and financial files strictly confidential from statutory audit authorities
(B) Sharing information openly and expressing authentic feelings and thoughts appropriately.
(C) Delegating all statutory operational duties and administrative responsibilities to Vice-Principals transparently
(D) Publishing individual employee monthly salary slips and personal records publicly on school notice boards

125. During an annual academic review in a school, the Principal notices that a newly assigned Department Head exhibits high technical mastery of subject matter but struggles with team coordination and lacks confidence in leading group discussions (R3 level). Applying Hersey and Blanchard's Situational Leadership Model, which action should the Principal take?
(A) Adopt a Participating (S3) style offering high encouragement and shared decision-making.
(B) Issue an official administrative memo transferring the HOD immediately to another distant school for non-performance
(C) Micro-manage the HOD's daily administrative schedule and instructional duties using a strict Telling (S1) style
(D) Completely ignore the ongoing coordination problems under a non-intervening Laissez-faire supervisory approach

126. A Principal who relies on "Management-by-Exception (Active)" within a school context will:
(A) Wait patiently until end-of-year standardized exam results are published before addressing poor staff performance
(B) Actively monitor teaching and attendance to detect deviations and enforce corrections.
(C) Passionately inspire teaching staff through emotional storytelling, shared moral values, and compelling vision
(D) Give complete operational freedom to instructional staff without establishing any supervisory monitoring mechanisms

127. Which pair correctly matches the modern leadership concept with its key behavioral operationalization in educational institutions?
(A) Laissez-Faire Leadership — Active micro-management of daily attendance registers and records
(B) Country Club (1,9) — High priority on meeting standardized financial audit targets at any human cost
(C) Instructional Leadership — Monitoring classroom teaching and student outcomes
(D) Trait Theory — Continually adapting supervisory style based on dynamic follower maturity levels

128. According to Bass, "Inspirational Motivation" differs from "Idealized Influence" in that Inspirational Motivation focuses primarily on:
(A) Serving directly as an ethical personal role model for professional staff imitation across departments
(B) Engaging in continuous one-on-one personal mentoring and developmental guidance for all individual staff members
(C) Enforcing financial procurement guidelines meticulously
(D) Articulating an optimistic vision and high standards through inspiring communication.

129. What is the key assumption of Likert's "System 4" management approach, which aligns closely with high employee-orientation in behavioral research?
(A) Exploitative Autocratic governance structures represent the ideal, most productive approach for public service institutions.
(B) Complete Impoverished non-intervention and administrative detachment consistently ensure long-term departmental staff peace.
(C) Participative Group management based on trust and shared goal-setting maximizes effectiveness.
(D) Rigid task-compliance enforcement without employee consultation consistently optimizes institutional academic efficiency.

MCQGPT

130. In Fiedler's Contingency Model, "Task Structure" is considered High when:
(A) Task goals, procedures, and performance measures are clearly defined and

unambiguous.
(B) Subordinates possess complete creative freedom to execute administrative tasks without any prescribed formal rules
(C) The Principal completely lacks formal statutory authority and official position power under civil service rules
(D) Leader-member mutual trust, confidence, and respect among staff members are extremely low across all departments

131. Which leadership theoretical approach is explicitly criticized for being "tautological" or circular because it often defines traits based on past success and then attributes success to those same traits?
(A) Path-Goal Theory
(B) Hersey-Blanchard Situational Leadership
(C) Early Trait Theory
(D) Distributed Leadership Theory

132. Consider the following supervisory actions by a school administrator:
I. Providing clear rubric guidelines for continuous and comprehensive evaluation.
II. Holding bi-weekly feedback sessions to mentor novice teachers.
III. Regularly recognizing exceptional staff contributions during school assemblies.
Which of the above statement(s) reflect(s) effective instructional and supportive leadership practices?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

133. In Charismatic Leadership Theory, followers' willingness to obey the leader is grounded primarily in:
(A) The legal-rational administrative authority formally vested within the statutory public office
(B) Exceptional personal heroism, exemplary character, and visionary qualities of the leader.
(C) Standard annual financial increments and promotional pathways authorized under official employment rules
(D) Long-standing customary traditions, institutional norms, and practices within the civil service cadre

134. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): In modern complex educational systems, a purely autocratic "Solo Leader" approach is increasingly ineffective.
Reason (R): School administration involves diverse pedagogical, statutory, financial, and community demands that necessitate collaborative, distributed, and adaptive leadership practices.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

135. What is "Pseudo-Transformational Leadership" as defined by Bernard Bass?
(A) Authentic transformational leadership genuinely focused on long-term societal upliftment and ethical empowerment
(B) Leadership appearing transformational but driven by self-interest and deception.
(C) Pure transactional administrative management grounded strictly in financial audit compliance
(D) Specialized instructional leadership focused exclusively on improving educational delivery in primary grade classes

136. A Principal who actively seeks input from the School Management Committee (SMC), includes parent and teacher representatives in decision-making, and respects community perspectives is demonstrating which leadership style?
(A) Autocratic Task Management Style
(B) Impoverished Avoidance Style
(C) Passive Management-by-Exception
(D) Participative Leadership

137. Under Path-Goal Theory, if tasks are highly routine, repetitive, and simple, applying a Directive Leadership style will most likely result in:
(A) High staff job satisfaction, enhanced morale, and significantly increased intrinsic motivation
(B) Subordinate resentment, lower satisfaction, and perceived micro-management.
(C) Significant long-term improvements in overall staff professional maturity and domain competence

Downloaded from www.pdf.tube

(D) Increased internal locus of control and heightened psychological empowerment among teaching staff

138. A Principal faced with severe decline in student attendance, low academic outcomes, and community discontent initiates a series of reflective dialogues with teachers, transparently shares school performance data, demonstrates ethical commitment by remaining after school hours to support remedial classes, and inspires staff to re-engage with teaching. Which composite leadership framework best describes this Principal's transformative intervention?
(A) Laissez-Faire Detached Leadership Style
(B) Authentic Transformational Leadership
(C) Impoverished Avoidance Management (1,1)
(D) Autocratic Task Management Style (9,1)

139. Which of the following represents an "Incorrect Pair" matching a leadership pioneer with their core theoretical model?
(A) Fred Fiedler — Least Preferred Co-worker Contingency Model
(B) Robert House — Path-Goal Theory of Organizational Leadership
(C) Hersey & Blanchard — Managerial Grid (9,9)
(D) Bernard Bass — Full-Range Transformational Leadership Model

140. In the context of school organizational culture, a leader practicing "Distributed Leadership" views leadership as:
(A) A formal position and legal authority assigned solely through statutory administrative appointment orders
(B) A rigid set of biological and personality traits genetically inherited by senior public administrators
(C) A pure monetary transaction governed strictly by standard administrative compensation rules
(D) An interactive property emerging among leaders, followers, and situation.

141. What is a primary characteristic of "Transactional Contingent Reward" behavior in school supervision?
(A) Agreeing on work targets and providing rewards upon completion.
(B) Providing extensive emotional counseling, empathy, and personal support during employee family crises
(C) Encouraging radical intellectual questioning and challenging of established structural administrative norms
(D) Completely ignoring non-performance and administrative infractions specifically to maintain superficial social harmony

142. Consider the following components of leadership:
I. Self-awareness
II. Relational transparency
III. Balanced processing
IV. Idealized influence
Which of the above statement(s) represent(s) core components of Authentic Leadership as conceptualized by Luthans, Avolio, and Walumbwa?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

143. When comparing Transactional and Transformational leadership, which statement is most accurate?
(A) Transactional leadership builds long-term organizational value shifts, whereas Transformational leadership focuses purely on routine task compliance and audit rules.
(B) Both leadership frameworks are completely identical in underlying theoretical assumptions, empirical construct definitions, and operational supervision practices.
(C) Transactional relies on reward-penalty exchanges; Transformational elevates follower values for higher outcomes.
(D) Transformational leadership relies strictly on coercive disciplinary sanctions and formal administrative penalties authorized under statutory service rules.

MCQGPT

144. Which leadership theory asserts that leaders do not treat all subordinates equally, but develop differentiated social exchange relationships resulting in "In-Groups" and "Out-Groups"?
(A) House's Path-Goal Contingency Theory
(B) Classical Great Man Leadership Theory
(C) Fiedler's Contingency Model of Leadership
(D) Leader-Member Exchange Theory

145. A school Principal who is categorized as (1,9) on the Blake and Mouton Managerial Grid prioritizes:
(A) Unyielding focus on high production targets and administrative quotas at the direct

expense of staff health and well-being
(B) High focus on staff comfort over institutional performance.
(C) Total, active avoidance of both employee human needs and institutional production goals across all administrative areas
(D) Achieving dynamic organizational equilibrium and high achievement strictly through shared transformational vision

146. In applying Hersey and Blanchard's Situational Leadership Model to staff administrative management in a school, what must a Principal do before choosing a leadership style?
(A) Assess the follower's task readiness level (ability and willingness).
(B) Calculate the follower's Least Preferred Co-worker (LPC) score using a standardized psychometric questionnaire
(C) Check the follower's official socio-economic status and civil service cadre seniority level
(D) Consult the formal Managerial Grid administrative coordinates issued by departmental guidelines

147. A Principal who actively fosters teacher leadership by delegating subject-specific curriculum design to HODs, exam management to Vice-Principals, and community welfare projects to SMC teacher-representatives is applying which modern leadership model?
(A) Autocratic Task Leadership
(B) Distributed Leadership
(C) Impoverished Management
(D) Bureaucratic Laissez-Faire

148. In a school experiencing rapid demographic changes, the Principal actively seeks feedback from staff, parent representatives, and local community leaders, analyzes learning loss data objectively without defensiveness, and institutes remedial teaching programs based on clear moral commitment to equity. Which leadership theory is most directly exemplified by this principal's transparent, objective, and ethics-driven approach?
(A) Impoverished Management (1,1)
(B) Authentic Leadership
(C) Passive Management-by-Exception
(D) Great Man Theory

149. According to modern research in educational administration, effective school Principals typically combine which two leadership approaches to ensure both administrative regularity and continuous pedagogical innovation?
(A) Passive Impoverished Management combined with unstructured Laissez-Faire non-intervention Leadership practices
(B) Rigid Autocratic Directive Style combined with Passive Management-by-Exception across routine administrative functions
(C) Classical Great Man Trait approach combined with permissive Country Club non-intervention administrative practices
(D) Sound Transactional Management combined with Strong Transformational Leadership.

150. In the context of overall organizational governance in schools, what is the ultimate goal of effective educational leadership?
(A) Maximizing paper compliance, administrative file maintenance, and routine audit record-keeping without regard to learning outcomes
(B) Improving school culture, instruction, staff capacity, and student growth.
(C) Enforcing rigid autocratic control and strict compliance over teaching staff using formal disciplinary penalty provisions exclusively
(D) Systematically avoiding all complex administrative and pedagogical decisions specifically to prevent public grievances or complaints

****

Click Here to Buy book on Flipkart

ANSWERS

1. (B) II, I, IV, III
Leadership theory evolved through distinct historical phases over the twentieth century. Trait theories dominated the early decades, focusing on inherent qualities. Behavioral theories emerged in the nineteen-forties and fifties, emphasizing observable leader actions. Contingency and situational models gained prominence during the late nineteen-sixties and seventies, while transformational and contemporary frameworks developed from the late nineteen-seventies onward.

2. (A) Great Man Paradigm
The Great Man paradigm represents the earliest formal leadership perspective, originating in the nineteenth century. It operated on the theoretical foundation that leadership capabilities are entirely biological, hereditary, and endowed at birth. Consequently, this model asserted that extraordinary leaders are born rather than made, making leadership qualities impossible to acquire through education, training, or structured professional development.

3. (C) Innate biological attributes and divine endowment of extraordinary individual leaders
Early twentieth-century leadership thought within the Great Man perspective attributed institutional success to natural gifts, genetic endowment, and divine selection of elite individuals. This approach posited that heroic figures possess superior personal qualities independent of environmental conditions or organizational structures. Consequently, institutional governance was viewed as dependent on finding individuals born with inherently superior capability.

4. (D) The role of structured professional development and context on leadership performance
Modern educational administration relies heavily on continuous professional learning, mentorship, and situational adaptability. The Great Man Theory fails in contemporary organizational settings because it treats administrative effectiveness as a fixed hereditary trait. By completely ignoring how institutional context, training interventions, skill acquisition, and professional growth shape leadership performance, the theory offers no constructive framework for administrator development.

5. (C) Cognitive ability, self-confidence, and drive
Early Trait Theory sought to identify measurable personal characteristics that distinguished effective managers from non-leaders. Research consistently highlighted cognitive capacity, self-confidence, drive, initiative, and integrity as fundamental attributes of successful executives. Administrators possessing high intellectual ability and determination were considered better equipped to analyze organizational problems, make decisive administrative decisions, and maintain steady progress toward goals.

6. (B) Intelligence, alertness, insight, responsibility, initiative, and sociability
Ralph Stogdill conducted comprehensive synthesized reviews of trait leadership research in nineteen forty-eight and nineteen seventy-four. His classical taxonomy identified core personal attributes essential for administrative leadership, including intelligence, alertness to environment, insight into problems, personal responsibility, initiative in taking action, and sociability. These combined traits reflected an administrator's intellectual capacity, proactive orientation, and interpersonal capabilities.

7. (D) It failed to establish a universal set of traits guaranteeing success across diverse organizational contexts.
A primary empirical limitation of traditional Trait Theory was its inability to discover a universal set of characteristics that ensured leadership success across all situations. Traits effective in one organizational setting often proved irrelevant or counterproductive in another. By neglecting situational contingencies, administrative environments, and follower dynamics, trait research failed to offer consistent predictive models for administrative performance.

Downloaded from www.pdf.tube

8. (A) Both A and R are true and R is the correct explanation of A
Trait theories suffered from limited predictive validity because they examined leader characteristics in isolation from organizational settings. Administrative effectiveness in educational environments varies depending on follower competence, institutional complexity, and contextual challenges. Because personal attributes alone do not guarantee success without considering situational variables and employee dynamics, trait approaches proved incapable of consistently predicting effective administrative outcomes.

9. (C) Concrete leader actions and observable administrative behaviors
In response to the predictive shortcomings of trait approaches, organizational researchers in the nineteen-forties and fifties reoriented their study toward behavioral paradigms. Instead of analyzing inherent personal qualities, scholars focused on examining observable actions and behaviors of leaders. This shift allowed empirical observation, measurement, and classification of specific supervisory styles, establishing that effective administrative practices could be taught.

10. (A) Leadership behaviors can be systematically learned and acquired through structured training.
The behavioral paradigm operates on the core premise that leadership consists of specific actions rather than fixed genetic traits. Unlike early trait theories which viewed leadership as an innate, unchangeable quality, behavioral theories assume that administrative competencies can be analyzed, taught, learned, and refined. Consequently, organizations can cultivate effective executive leadership through structured training programs and skill-building initiatives.

11. (D) Defining roles, organizing tasks, setting communication channels, and procedural standards
Initiating Structure represents a foundational behavioral dimension identified in the Ohio State Leadership Studies. It describes leader behaviors focused on goal attainment through task organization. Administrators exhibiting high initiating structure establish explicit operational roles, construct formal schedules, define standard operating procedures, set up structured communication channels, and systematically monitor work progress to maintain operational efficiency and institutional standard compliance.

12. (A) I and II only
Initiating structure encompasses supervisory actions that organize work, establish operational frameworks, and define administrative expectations. Creating teaching timetables, organizing examination duty rosters, and specifying standard operating procedures for maintain academic registers clearly represent task-oriented structural behaviors. Conversely, displaying concern for staff personal well-being falls under the consideration dimension rather than task structuring within the Ohio State leadership taxonomy.

13. (C) Mutual trust, respect for subordinate ideas, open communication, and empathy
Consideration forms a core behavioral dimension in the Ohio State Leadership Studies framework. It reflects the degree to which an administrator establishes warm, supportive, and respectful interpersonal relationships with staff. High consideration involves fostering mutual trust, demonstrating genuine concern for employee needs, valuing staff suggestions, maintaining open two-way communication channels, and creating a supportive organizational atmosphere.

14. (D) High Consideration combined with High Initiating Structure yields optimal subordinate performance and satisfaction.
Empirical findings from the Ohio State Leadership Research demonstrated that leaders who achieve high levels in both initiating structure and consideration consistently produce superior organizational outcomes. Integrating clear goal definition and task organization with warm interpersonal support, trust, and empathy maximizes employee job satisfaction while maintaining high performance, providing a balanced administrative approach for institutional heads.

15. (A) Enhance Consideration behaviors through open communication, staff empathy, and mutual respect.
When administrative structures and procedural compliance are already functioning effectively but staff morale and trust remain depleted, an administrator needs to shift behavioral emphasis. According to the Ohio State framework, prioritizing consideration behaviors—such as

MCQGPT

active listening, displaying genuine empathy, encouraging teacher involvement, and establishing open communication—rebalances interpersonal relationships without dismantling necessary administrative structures.

16. (B) Employee-Oriented and Production-Oriented Leadership
Research led by Rensis Likert at the University of Michigan identified two contrasting leadership orientations along a continuum. Employee-oriented leaders prioritize interpersonal relationships, follower growth, and personal needs. Production-oriented leaders focus primarily on technical task completion, operational quotas, and work standards. These two orientations provided a framework for evaluating executive supervision and group productivity.

17. (C) Emphasizing interpersonal relations, personal interest in follower needs, and individual differences
In the Michigan Leadership Studies framework, employee-oriented leadership is defined by a strong focus on human relationships within the organization. Administrators displaying this orientation take a personal interest in subordinate welfare, acknowledge individual worker differences, support professional development, and encourage participative involvement. This human-centered supervisory approach builds high mutual trust, positive workplace climate, and collective commitment.

18. (A) Employee-Oriented Leadership
Findings from the Michigan Leadership Studies demonstrated that employee-oriented supervisory behavior consistently correlated with superior group performance and higher employee job satisfaction. Leaders who focused on human needs, personal development, and supportive interpersonal relationships achieved better long-term organizational results than rigid production-oriented leaders, whose narrow focus on output often produced staff anxiety and reduced productivity.

19. (C) It directly corresponds to high Initiating Structure.
Production-oriented leadership from the Michigan studies conceptually mirrors high initiating structure in the Ohio State studies. Both constructs describe supervisory behaviors focused primarily on task accomplishment, technical procedures, standard operating rules, operational efficiency, and work scheduling. Each emphasizes achieving organizational production targets through structured managerial direction rather than focusing on supportive interpersonal staff relationships.

20. (D) Concern for Production and Concern for People
Robert Blake and Jane Mouton developed the Managerial Grid to map managerial leadership styles along two behavioral axes. The horizontal axis represents concern for production, reflecting an administrator's focus on task accomplishment and operational efficiency. The vertical axis represents concern for people, reflecting focus on staff morale, interpersonal relationships, and employee well-being.

21. (B) 1 to 9
The Blake and Mouton Managerial Grid evaluates leadership orientation using a two-dimensional grid where each axis ranges from one to nine. A score of one represents minimum concern, whereas a score of nine represents maximum concern. This numerical framework yields eighty-one theoretical leadership positions, categorized into five primary benchmark management styles based on coordinates.

22. (A) Both A and R are true and R is the correct explanation of A
The Blake and Mouton Managerial Grid posits that the nine-nine Team Management style is the most effective approach across administrative settings. This style simultaneously maximizes concern for production and concern for people. Interlinking organizational goal achievement with staff trust, empowerment, and shared commitment fosters high productivity while maintaining excellent employee satisfaction and workplace morale.

23. (C) Impoverished Management
On the Blake and Mouton Managerial Grid, coordinates one-one designate the Impoverished Management style. This position represents minimal administrative effort toward both operational output and human relations. Leaders operating at this coordinate demonstrate detachment, exerting only the minimum required effort to maintain organizational membership and avoid administrative termination or explicit institutional conflict.

Click Here to Buy book on Amazon

24. (A) Exerting minimal effort to complete required work, indifferent to academic outcomes and staff well-being
Impoverished Management is characterized by administrative passivity, indifference, and minimal operational involvement. An institutional head exhibiting this style does not actively push for academic progress or high educational standards, nor do they support staff needs or foster positive interpersonal relationships. The leader operates passively, doing just enough routine work to retain position tenure.

25. (D) High concern for production and low concern for people
The nine-one coordinate on the Managerial Grid represents Authority-Compliance Management. An administrator utilizing this style places maximum emphasis on task completion, operational efficiency, and strict control, while displaying minimal concern for staff needs or interpersonal morale. Work arrangements are organized tightly so that human elements interfere minimally with output targets and administrative compliance.

26. (B) (9,1) Authority-Compliance
Enforcing rigid administrative quotas, denying legitimate staff leave requests, treating teachers purely as instruments of production, and emphasizing task efficiency over employee well-being exemplify the nine-one Authority-Compliance style. The administrator relies heavily on coercive control and authority to drive operational completion, while displaying minimal empathy or concern for staff human needs.

27. (B) I, II and IV only
The one-nine Country Club management style prioritizes human relationships and staff comfort over task accomplishments. Administrators operating under this style focus thoughtfully on staff needs, foster a friendly and relaxed organizational atmosphere, and maintain low concern for operational efficiency and production targets. They avoid imposing pressure for rigorous performance goals to preserve smooth interpersonal harmony.

28. (C) Harmonious staff relations with low academic accountability and compromised standards
A continuous Country Club management style creates a friendly, highly supportive workplace atmosphere where interpersonal conflict is avoided. However, because operational concern for production targets and academic standards remains extremely low, institutional accountability suffers. Educational outcomes and academic performance tend to deteriorate as administrative expectations and instructional rigor are consistently compromised.

29. (C) Middle-of-the-Road Style
Coordinates five-five on the Managerial Grid designate the Middle-of-the-Road management style. This approach attempts to maintain a balance between organizational work requirements and staff morale. Leaders using this style seek adequate institutional performance by compromising between task goals and employee needs, relying on status-quo maintenance rather than pushing for high-performance standards.

30. (A) (5,5) Middle-of-the-Road Style
An administrator who settles for adequate performance, balances work demands with acceptable morale, and relies on compromise to avoid workplace disruption fits the five-five Middle-of-the-Road style. This approach relies on accommodation and moderate expectations rather than striving for peak operational excellence or building deep team integration, resulting in average organizational achievement.

MCQGPT

31. (D) Work accomplishment comes from committed people sharing a common stake in organizational purpose.
The foundational assumption of the nine-nine Team Management style is that work accomplishment stems from committed employees who share a common stake in organizational purpose. Interdependence through a shared institutional vision fosters trust, high morale, and mutual respect. This approach demonstrates that high concern for task completion and high concern for people are mutually reinforcing.

32. (B) (9,9) — Team Management
In the Blake and Mouton Managerial Grid framework, numerical coordinates explicitly map to specific leadership styles. Coordinates nine-nine designate Team Management, characterized by high concern for both production and people. Conversely, nine-one represents Authority-Compliance, one-nine represents Country Club Management, five-five represents Middle-of-

the-Road, and one-one represents Impoverished Management.

33. (C) Behavioral theories ignored environmental variables moderating leadership effectiveness.
Contingency theories emerged because earlier trait and behavioral models assumed a single universal leadership style applied effectively across all situations. Researchers recognized that behavioral patterns producing success in one organizational environment often failed in another. Contingency approaches addressed this limitation by incorporating environmental, situational, and follower moderating variables into leadership research.

34. (D) Effectiveness depends on matching the leader's style with situational control and influence.
The central postulate of Contingency Theory is that no single leadership style is universally effective. Administrative success depends on the interaction between a leader's behavioral orientation and specific situational variables. Optimal performance is achieved when the leader's approach matches the degree of environmental control, task structure, and follower readiness present in the institution.

35. (D) Fred Fiedler
Fred Fiedler developed the first comprehensive contingency model of leadership in the nineteen-sixties. His model introduced the Least Preferred Co-worker scale to assess an individual's underlying leadership orientation. Fiedler posited that leadership performance depends on matching a leader's fixed style with the situational favorableness of the organizational environment.

36. (A) Both A and R are true and R is the correct explanation of A
Fiedler's Contingency Model assumes an individual's fundamental leadership style, measured by the Least Preferred Co-worker score, is deeply rooted in personality and relatively fixed. Because changing a leader's basic personality is difficult, Fiedler argued that organizational effectiveness is achieved by engineering the situation—modifying task structure or authority—to match the leader's existing style.

37. (C) Relationship-oriented
In Fiedler's Contingency Model, a High Least Preferred Co-worker score indicates that the leader describes their least preferred co-worker in relatively favorable terms. This orientation reflects a primary motivation toward building warm interpersonal relationships, maintaining positive social bonds, and seeking employee acceptance, with task achievement serving as a secondary concern.

38. (A) Task accomplishment and goal achievement
In Fiedler's model, a Low Least Preferred Co-worker score indicates that the leader evaluates an inefficient co-worker negatively. This score reflects a primary task-oriented leadership style. Such leaders derive main satisfaction from task completion, goal achievement, and operational performance, prioritizing structured efficiency over interpersonal relationship building within the organization.

39. (C) Task Structure, Leader-Member Relations, and Position Power
Fiedler identified three major situational dimensions that determine environmental favorableness and leader control: leader-member relations, task structure, and position power. Leader-member relations measure mutual trust and respect. Task structure assesses the clarity of procedures and goals. Position power evaluates the leader's formal authority to reward, discipline, and direct followers.

40. (D) The degree of confidence, trust, and respect that followers have in their leader
In Fiedler's Contingency Model, Leader-Member Relations represents the most critical situational favorableness dimension. It assesses the quality of the interpersonal climate between the leader and followers, specifically measuring the degree of confidence, mutual trust, loyalty, and respect that subordinates extend to their administrator in routine organizational operations.

41. (D) The degree of formal power over rewards, discipline, and promotions
Position Power within Fiedler's contingency framework measures the extent of formal administrative authority inherent in a specific institutional post. It assesses the degree to which the organizational structure grants the leader explicit power to assign work tasks, evaluate employee performance, administer rewards,

Downloaded from www.pdf.tube

manage promotions, and enforce disciplinary sanctions among subordinates.

42. (D) I, II and III
According to Fiedler's Contingency Model, situational favorableness reaches its highest level when all three situational dimensions are strong. Having clear standardized guidelines provides high task structure, enjoying high respect creates good leader-member relations, and possessing strong statutory authority establishes high position power. Together, these three favorable conditions create Category One favorableness.

43. (C) In both extremely favorable and extremely unfavorable situations
Fiedler's contingency research demonstrated that task-oriented leaders, identified by Low LPC scores, perform most effectively in extreme situational conditions. When situational favorableness is extremely high or extremely low, a directive, task-focused approach provides the structure and clarity required to maintain high performance and control administrative outcomes.

44. (A) Moderately favorable situations
According to Fiedler's Model, relationship-oriented leaders with High LPC scores achieve maximum effectiveness in situations of moderate favorableness. In these intermediate scenarios—where tasks may be ambiguous or position power weak—interpersonal skills, supportive behaviors, and consensus building enable leaders to resolve friction, foster cooperation, and improve group performance.

45. (A) Task-oriented (Low LPC) leader
In an environment characterized by poor leader-member relations, low task structure, and weak position power, situational favorableness is extremely low. According to Fiedler's Contingency Model, a task-oriented leader with a Low LPC score is best suited for this highly unfavorable situation, as strong task direction establishes necessary operational order.

46. (B) Robert House
Robert House developed the Path-Goal Theory of leadership in nineteen seventy-one, building directly upon Victor Vroom's Expectancy Theory of motivation. The framework posits that effective leaders clarify paths to performance goals, remove operational obstacles, and align individual employee effort with valuable institutional rewards to maximize subordinate motivation and satisfaction.

47. (C) Assist followers by clarifying paths, removing obstacles, and providing rewards
Under Robert House's Path-Goal Theory, the essential function of a leader is to enhance subordinate performance and satisfaction. Leaders achieve this by clarifying expectations, guiding followers along paths to goal accomplishment, removing environmental obstacles, providing necessary resources, and ensuring meaningful rewards are linked directly to successful task achievement.

48. (D) Environmental context factors and subordinate contingency characteristics
Path-Goal Theory asserts that a leader's effectiveness depends on two main contingency variables: subordinate characteristics and environmental context factors. Subordinate attributes include locus of control, experience, and perceived ability. Environmental factors encompass task structure, formal authority systems, and primary work group dynamics, which together determine appropriate leader behavior.

MCQGPT

49. (D) Directive Leadership
Directive leadership in Path-Goal Theory involves informing subordinates exactly what is expected of them, establishing operational schedules, defining standard procedures, and giving specific guidance on task execution. This style reduces role ambiguity by providing clear administrative directions, particularly when followers face complex, ambiguous, or poorly structured work tasks.

50. (A) Both A and R are true and R is the correct explanation of A
In Path-Goal Theory, directive leadership clarifies expectations when tasks are complex or ambiguous, reducing employee anxiety and role confusion. Conversely, when tasks are already structured and routine, directive supervision becomes redundant. Applying rigid direction to highly structured work causes subordinate frustration and lowers job satisfaction by introducing micro-management.

51. (C) Friendly, approachable behavior showing genuine concern for subordinate needs
Supportive leadership within Robert House's Path-Goal framework is characterized by approachable, friendly supervisory behavior and genuine consideration for subordinate well-being. Supportive leaders create a psychologically safe workplace climate, respect employee dignity, offer encouragement, and reduce job-related stress, particularly when subordinates perform frustrating, tedious, or physically demanding tasks.

52. (D) Supportive Leadership
When employees possess high domain competence and experience but face a stressful, tedious, or repetitive work environment, directive guidance is redundant. Under Path-Goal Theory, supportive leadership yields the highest satisfaction in such scenarios by providing empathy, social support, and stress reduction without interfering with competent workers' task execution.

53. (C) Participative Leadership
Participative leadership in Path-Goal Theory involves consulting with subordinates, actively soliciting their ideas, and integrating their opinions into institutional decision-making. By inviting staff input during policy formulation, administrators increase employee commitment, enhance perceived autonomy, and make better decisions, particularly when followers possess high internal locus of control and expertise.

54. (D) Achievement-Oriented Style
Achievement-oriented leadership under Path-Goal Theory is characterized by setting challenging goals, demanding high standards of performance, seeking continuous improvement, and demonstrating confidence in subordinate capabilities. An administrator displaying this style encourages employees to exert maximum effort and take pride in achieving high educational standards across institutional projects.

55. (A) Tasks are ambiguous and subordinates have external locus of control
Path-Goal Theory predicts that directive leadership maximizes employee satisfaction when tasks are ambiguous and subordinates possess an external locus of control. Individuals with an external locus believe outside forces dictate outcomes; thus, clear managerial instruction, structured task guidelines, and explicit supervisory direction provide needed clarity and psychological security.

56. (C) Achievement-Oriented Style — Simple, highly routine, mechanical tasks
Achievement-oriented leadership is designed for complex, non-routine tasks where high effort and continuous improvement are required. Applying an achievement-oriented style to simple, highly routine, mechanical tasks is ineffective because such tasks offer little opportunity for skill challenge, rendering high performance goals irrelevant and potentially stressful for subordinates.

57. (B) I, II and IV only
Path-Goal Theory identifies several key subordinate contingency characteristics that moderate leadership effectiveness, including perceived self-ability, internal versus external locus of control, and experience level. These personal factors determine how followers interpret managerial behavior. Formal statutory authority systems belong to environmental context contingencies rather than individual follower attributes.

58. (C) The readiness or maturity level of the followers
Hersey and Blanchard's Situational Leadership Theory asserts that effective leadership requires adjusting supervisory behaviors to match follower readiness or maturity. Leadership is not fixed; instead, administrators must evaluate how competent and committed followers are for a specific task, altering task and relationship behaviors accordingly to optimize organizational outcomes.

59. (D) Job Ability and Psychological Willingness
In Hersey and Blanchard's model, follower readiness is evaluated through two dimensions: job ability and psychological willingness. Job ability reflects the follower's knowledge, technical skills, and experience relevant to a task. Psychological willingness reflects the follower's self-confidence, motivation, commitment, and readiness to accept responsibility for task completion.

60. (A) Low Readiness (R1); Directing (S1) style
An employee with high enthusiasm but lacking technical experience and task knowledge represents the R1 readiness level (low ability, high willingness/insecurity). Hersey and

Click Here to Buy book on Flipkart

Blanchard recommend an S1 Telling or Directing style, characterized by high task behavior and low relationship behavior, to provide clear instructions and structural guidance.

61. (B) Telling (S1), Selling (S2), Participating (S3), Delegating (S4)
Hersey and Blanchard conceptualize four distinct leadership styles based on combinations of directive task behavior and supportive relationship behavior: Telling or Directing (S1), Selling or Coaching (S2), Participating or Supporting (S3), and Delegating (S4). These four styles correlate directly with progressive levels of follower task readiness.

62. (D) S1 — Telling / Directing
Follower readiness level R1 describes individuals who lack necessary job ability and display low task willingness or high insecurity. For R1 followers, Hersey and Blanchard's model prescribes the S1 Telling or Directing style, providing explicit instructions, close supervision, and high task direction to ensure proper compliance and learning.

63. (A) High Task and High Relationship behavior
The Selling (S2) leadership style in Situational Leadership Theory is defined by high task behavior and high relationship behavior. The leader provides directive guidance to build competence while simultaneously offering supportive explanation, encouragement, and two-way communication to build psychological willingness and confidence in followers at readiness level R2.

64. (A) Both A and R are true and R is the correct explanation of A
When followers achieve high task ability and high willingness (R4 readiness level), they possess both technical competence and self-confidence. In Hersey and Blanchard's framework, administrators should use a Delegating (S4) style. Minimal task direction and low emotional support are needed because R4 employees are capable of autonomous performance.

65. (D) S4 — Delegating (Granting operational autonomy)
A senior employee demonstrating exceptional subject mastery, extensive experience, high self-confidence, and proven autonomy operates at readiness level R4. Applying Hersey and Blanchard's Situational Leadership Model, the administrator should employ an S4 Delegating style, providing operational autonomy and minimal supervisory intervention, allowing the employee to manage tasks independently.

66. (B) High ability but low willingness (R3)
The Participating (S3) style in Situational Leadership is tailored for followers at readiness level R3, who possess high task ability but demonstrate low willingness, lack self-confidence, or feel hesitant. This style features low directive task behavior and high supportive relationship behavior, focusing on shared decision-making, encouragement, and reassurance.

67. (C) Low Task, High Relationship
The Participating (S3) style occupies the quadrant defined by low task behavior and high relationship behavior. Because subordinates at this stage already possess high technical competence, detailed directive guidance is unnecessary. Instead, the leader emphasizes supportive communication, shared problem-solving, and active listening to boost follower confidence and motivation.

68. (D) Task behavior decreases, while relationship behavior peaks around R2/R3 before decreasing at R4.
As follower readiness progresses from R1 to R4 in Hersey and Blanchard's model, directive task behavior steadily decreases. Supportive relationship behavior increases initially from S1 to S2, peaks during S2 and S3 to build motivation, and then decreases at S4 as followers become fully capable, confident, and self-directed.

69. (C) The dyadic relationship between a leader and each individual subordinate
Leader-Member Exchange (LMX) Theory departs from average leadership style approaches by focusing on the unique dyadic relationship developed between a leader and each individual follower. LMX posits that leaders do not treat all team members uniformly; instead, differentiated interpersonal relationships evolve through sequential phases of social exchange.

70. (D) In-Group and Out-Group
Leader-Member Exchange Theory posits that administrative leaders naturally establish two distinct categories of followers within organizational units: the In-Group and the Out-

MCQGPT

Group. In-Group relationships are characterized by high trust, respect, and mutual influence, whereas Out-Group relationships remain strictly confined to formal employment contracts and routine social exchange.

71. (D) High trust, mutual respect, informal leader access, and voluntary extra-role contributions
In Leader-Member Exchange Theory, In-Group members enjoy high-quality social exchange relationships with their leader. These followers experience high mutual trust, respect, open informal communication, access to administrative resources, and special assignments. In return, In-Group members demonstrate high commitment and frequently engage in voluntary organizational citizenship behaviors beyond formal job descriptions.

72. (A) Leader-Member Exchange Theory
Differentiated staff dynamics—where certain employees receive special trust, mentorship, and support while others operate strictly under formal contracts—are directly explained by Leader-Member Exchange Theory. LMX explains how dyadic relationships lead to In-Group and Out-Group formation, resulting in varying levels of workplace satisfaction and organizational citizenship behavior.

73. (B) Staff perceptions of favoritism, lower morale, and Out-Group conflict
A significant risk of pronounced In-Group and Out-Group differentiation within an institutional staff is the emergence of perceived favoritism and unfairness. Out-Group members may feel marginalized and unappreciated, leading to declining job satisfaction, reduced organizational commitment, interpersonal resentment, and heightened workplace conflict between different staff factions and administration.

74. (C) Interactions are strictly limited to formal employment contracts and statutory rules.
Under Leader-Member Exchange Theory, interactions between administrative leaders and Out-Group members are strictly transactional, objective, and formal. Out-Group followers receive basic contractual rewards, fulfill standard job descriptions, experience relatively low mutual trust, and have minimal access to discretionary administrative support, personal mentoring, or informal influence in institutional decision-making processes.

MCQGPT

75. (B) Offer incremental responsibility, demonstrate trust, and recognize voluntary contributions.
To transition an Out-Group member toward an In-Group relationship under Leader-Member Exchange Theory, an administrator must actively initiate high-quality social exchanges. The principal should offer incremental professional responsibilities, show trust, provide constructive feedback, offer personal mentorship, and systematically recognize voluntary staff efforts, thereby building mutual respect and commitment.

76. (A) James MacGregor Burns
James MacGregor Burns originally introduced the foundational distinction between transactional and transformational leadership in his landmark nineteen seventy-eight publication on political leadership. Burns conceptualized these two styles as opposite ends of a leadership continuum. Bernard Bass later expanded Burns' work into organizational behavior, establishing formal full-range leadership measurement models.

77. (C) Exchanges based on contingent rewards, standard rules, and performance expectations.
Transactional leadership operates on explicit contractual exchanges between administrators and subordinates. Leaders establish clear performance expectations, enforce standard operating rules, monitor routine compliance, and provide contingent rewards or corrective penalties based on work outputs. This approach maintains administrative stability and operational order by appealing directly to followers' immediate self-interest.

78. (A) Both A and R are true and R is the correct explanation of A
Transformational leadership transcends basic transactional exchange mechanisms by inspiring employees to exceed standard performance expectations. Transformational leaders achieve superior outcomes by appealing directly to followers' higher-order intrinsic needs, moral values, and collective purpose, thereby fostering deep organizational commitment, professional growth, and strategic alignment with shared institutional goals.

79. (C) Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration
Bernard Bass conceptualized Transformational Leadership through four distinct behavioral dimensions known as the Four Is: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Together, these components describe how leaders serve as ethical role models, articulate compelling visions, encourage innovative problem-solving, and provide tailored personal support to departmental followers.

80. (B) Serving as an ethical role model instilling pride, trust, and respect
Idealized Influence represents the charismatic behavioral dimension of Transformational Leadership in Bass's framework. Leaders displaying idealized influence act as strong ethical role models, demonstrating high moral standards, personal integrity, and self-sacrifice. Consequently, followers deeply respect, trust, and identify with the administrator, aspiring to emulate their professional values and organizational dedication.

81. (C) Inspirational Motivation
Inspirational Motivation involves communicating an appealing, optimistic vision of the future, setting high performance standards, and inspiring followers to achieve collective institutional goals. Administrators exhibiting this transformational component use persuasive communication, enthusiasm, and emotional appeal to generate shared purpose, boost morale, and drive organizational excellence across departments.

82. (D) Encouraging teachers to reframe problems and try innovative instructional methods.
Intellectual Stimulation encourages followers to question established assumptions, reframe institutional problems, think critically, and adopt innovative solutions. In an educational setting, an administrator practices intellectual stimulation by actively supporting creative teaching methods, fostering continuous professional reflection, encouraging scholarly inquiry, and tolerating reasonable mistakes made in pursuit of instructional innovation.

83. (A) Individualized Consideration
Individualized Consideration involves paying close attention to each follower's unique needs for personal achievement and professional growth. Leaders act as mentors or coaches, listening attentively, delegating developmental assignments, and providing tailored support. This personalized orientation demonstrates genuine care, effectively building strong employee commitment and enhancing individual self-efficacy.

84. (B) Management-by-Exception
In Bernard Bass's Full-Range Leadership Model, Management-by-Exception represents a fundamental transactional leadership dimension. It includes active and passive forms focused on monitoring employee performance, identifying rule deviations or errors, and applying corrective interventions. Unlike transformational dimensions, Management-by-Exception relies strictly on corrective control rather than inspiring follower growth.

85. (C) Intervenes only after standards are breached or errors occur.
Passive Management-by-Exception is a reactive transactional supervisory behavior where the administrator avoids intervention until operational standards are violated or severe problems occur. Unlike active management-by-exception, which involves continuous monitoring, passive leaders act only when performance failures become unavoidable, using standard disciplinary measures to restore institutional compliance.

86. (D) Avoidance of leadership, abdication of responsibility, and decision delays.
Laissez-Faire leadership occupies the passive end of Bass's Full-Range Leadership Model. It represents the complete absence of effective leadership, characterized by abdication of managerial responsibility, avoidance of decision-making, lack of feedback, and total detachment from institutional operations. This passive style typically results in organizational confusion, workplace conflict, and reduced performance.

87. (B) I, II and IV only
Charismatic Leadership Theory emphasizes leaders who articulate a compelling, non-traditional vision, display emotional conviction, take personal risks, and engage in self-sacrifice to achieve organizational goals. Followers demonstrate profound emotional attachment and trust in the leader. Charismatic authority

Downloaded from www.pdf.tube

relies on personal magnetism and perception rather than formal statutory position power.

88. (C) Rely on self-awareness, moral standards, and ethical transparency over charm.
Authentic leadership differs from charismatic leadership by prioritizing deep self-awareness, internalized moral perspective, and relational transparency over superficial charm or emotional persuasion. While charismatic leaders may rely on compelling personal style, authentic leaders build trust through genuine ethical consistency, transparent communication, and structural alignment between core values and administrative actions.

89. (A) Self-awareness, Relational Transparency, Balanced Processing, Internalized Moral Perspective
Authentic Leadership Theory, developed by Luthans, Avolio, and Walumbwa, identifies four core behavioral components: Self-awareness, Relational Transparency, Balanced Processing, and Internalized Moral Perspective. These dimensions describe leaders who understand their personal values, communicate openly with followers, analyze operational data objectively before deciding, and adhere steadfastly to ethical principles.

90. (B) Authentic Leadership
Transparently acknowledging personal limitations, objectively analyzing contrasting feedback before deciding, and maintaining ethical commitment under external pressure exemplify Authentic Leadership. This modern framework focuses on self-awareness, balanced processing of information, relational transparency, and an internalized moral perspective, establishing high institutional trust and administrative integrity within educational governance.

91. (B) Objectively analyze relevant data and opposing viewpoints before deciding.
Balanced Processing is a foundational component of Authentic Leadership. It refers to an administrator's ability to objectively analyze all relevant operational data and consider opposing viewpoints before making final administrative decisions. Leaders practicing balanced processing avoid personal bias, welcome constructive dissent, and evaluate alternative perspectives thoroughly to ensure fair choices.

92. (A) Both A and R are true and R is the correct explanation of A
Authentic leaders foster deep institutional trust and high staff commitment over time because their leadership is grounded in genuine moral principles and open communication. Followers trust authentic leaders whose actions align with stated values, avoiding manipulation and self-interest, thereby creating an organizational culture of psychological safety and shared dedication.

93. (C) Path-Goal Theory (House)
Robert House's Path-Goal Theory explicitly incorporates subordinate locus of control as a key moderating contingency factor. Individuals with an internal locus prefer participative leadership because they believe they control outcomes, whereas those with an external locus prefer directive leadership, viewing external structure and administrative guidance as essential for successful task completion.

94. (D) P-1, Q-2, R-3, S-4
Matching analytical frameworks connects each theoretical construct directly to its pioneer proponent: Fred Fiedler introduced the Least Preferred Co-worker scale; Robert Blake and Jane Mouton created the Managerial Grid; Robert House developed Path-Goal Theory; and Bernard Bass conceptualized the Four Is of Transformational Leadership within organizational administration studies.

95. (D) Ohio State Studies — Impoverished vs Team Management Coordinates
The match connecting the Ohio State Studies to Impoverished versus Team Management coordinates is incorrect. The Ohio State Studies identified Initiating Structure and Consideration as key behavioral dimensions. Impoverished and Team Management coordinates belong strictly to Blake and Mouton's Managerial Grid model of organizational leadership classification.

96. (D) Fiedler views leader style as fixed, whereas Hersey-Blanchard assumes leaders can flex their style.
A fundamental theoretical distinction between Fiedler's Contingency Model and Hersey-Blanchard's Situational Leadership Theory lies in leadership style flexibility. Fiedler views a leader's LPC orientation as relatively fixed, requiring situational modification. Conversely,

MCQGPT

Hersey and Blanchard assume leaders can dynamically flex their task and relationship behaviors to match changing follower readiness levels.

97. (A) Defining mission, managing educational programs, and monitoring instruction.
Instructional leadership in educational administration focuses directly on teaching quality and student learning outcomes. Effective instructional leaders define clear school goals, align educational curricula, observe classroom teaching, monitor student academic progress, and provide continuous professional support to improve pedagogical delivery and overall academic performance within institutions.

98. (B) Leadership practice is distributed across multiple individuals rather than centered solely in the principal.
Distributed leadership conceptualizes leadership as an interactive organizational property rather than an individual post. Instead of relying solely on a single principal, distributed leadership spreads administrative responsibilities, professional expertise, and decision-making across teacher leaders, committee members, and staff, building collective capacity and shared institutional governance.

99. (C) Transformational Leadership
Long-term institutional reform, cultural transformation, and pedagogical renewal in struggling educational institutions require Transformational Leadership. Transformational leaders articulate a shared vision, motivate teaching staff beyond transactional compliance duties, stimulate intellectual growth, and provide individualized mentoring, thereby successfully altering school culture and driving continuous institutional improvement.

100. (D) Transactional Leadership
Granting favorable annual performance appraisals specifically in exchange for meeting explicit examination targets exemplifies Transactional Leadership. This administrative approach relies on contingent reward mechanisms, where professional benefits are exchanged for explicit performance outcomes. While effective for routine compliance, it does not cultivate intrinsic motivation or long-term organizational transformation.

101. (C) By developing shared leadership capacity among staff to ensure continuity despite turnover.
Distributed leadership enhances institutional sustainability by broadening leadership capacity across multiple team members. By systematically developing expertise and leadership skills among teachers and middle managers, educational institutions ensure operational continuity, shared institutional memory, and sustained strategic progress even during administrative leadership transitions or staff turnover.

102. (D) I, II and III
Establishing a shared vision reflects Inspirational Motivation; providing individual feedback and personal mentoring represents Individualized Consideration; and encouraging teaching staff to utilize innovative pedagogical tools embodies Intellectual Stimulation. Together, these observed administrative actions directly demonstrate core behavioral components of Bernard Bass's Transformational Leadership framework in educational management.

103. (A) High Directive leadership ensuring immediate compliance and safety.
During an emergency institutional crisis involving immediate physical safety hazards, a High Directive leadership style is necessary. Crisis management requires decisive administrative direction, explicit operational instructions, rapid decision-making, and immediate compliance to ensure safety and protect organizational welfare, rendering slow participatory consensus-building ineffective in emergency situations.

104. (B) Transformational, Distributed, and Intellectual Stimulation styles
Establishing a functional Professional Learning Community requires collaborative leadership frameworks. Combining Transformational Leadership, Distributed Leadership, and Intellectual Stimulation encourages shared responsibility, continuous professional dialogue, peer collaboration, and innovative pedagogical problem-solving, effectively creating an organizational culture of collective instructional reflection and continuous institutional learning.

105. (C) High Relationship and Supportive styles building confidence and ability.
Addressing teacher reluctance caused by insecurity requires a supportive leadership strategy. By combining high relationship

Click Here to Buy book on Amazon

behavior from Hersey-Blanchard's situational model with supportive path-goal behaviors, the principal provides encouragement, peer modeling, and collaborative lesson co-design, effectively building professional competence and psychological confidence without resorting to coercive administrative pressure.

106. (A) Both A and R are true and R is the correct explanation of A
Distributed leadership shares operational decision-making across staff, but ultimate legal and administrative accountability remains vested in the school principal under statutory civil service rules. Formal institutional authority cannot be fully delegated; thus, while leadership functions are distributed collaboratively, the head of institution retains final responsibility for organizational performance.

107. (D) Stress tolerance and emotional maturity
Ralph Stogdill's second trait survey in nineteen seventy-four reflected a major evolution in trait research, moving away from physical characteristics toward psychological attributes. It emphasized stress tolerance, emotional maturity, persistence, and adaptability as critical personal determinants of effective administrative leadership in complex modern institutional organizations.

108. (A) Initiating Structure organizes goals; Production Orientation focuses strictly on task output.
While both theoretical constructs describe task-focused leader behavior, Initiating Structure from the Ohio State studies emphasizes defining roles, establishing communication channels, and organizing work processes. Production Orientation from the Michigan studies focuses more narrowly on technical work execution, enforcing strict output quotas, and reaching specific production targets.

109. (B) It neglects contingencies by universally promoting (9,9) as the best style.
A major critique of the Blake and Mouton Managerial Grid is its normative assumption that the nine-nine Team Management style is universally ideal for all organizations. By promoting a single best style, the model neglects situational contingencies, varying organizational contexts, dynamic task structures, and follower readiness levels.

MCQGPT

110. (B) Category II (Highly Favorable)
In Fiedler's Contingency Model, eight distinct situational octants exist. Category One features good relations, high task structure, and strong position power. When leader-member relations are good and task structure is high, but position power is weak, the situation falls into Category Two, representing a highly favorable leadership environment.

111. (D) Directive Leadership
Under Path-Goal Theory, when work tasks are unstructured, complex, and ambiguous, employees experience role confusion. A directive leadership style clarifies expectations, outlines procedural steps, and reduces ambiguity, thereby effectively reducing employee stress and enhancing overall job satisfaction by providing clear administrative direction and operational structure.

112. (D) R2 has low ability with high willingness; R3 has high ability with low confidence.
In Hersey and Blanchard's model, readiness level R2 describes followers who lack technical ability but display high motivation and willingness to learn. Readiness level R3 describes followers who possess high task competence and ability, but lack self-confidence, motivation, or psychological willingness to execute responsibilities independently.

113. (B) Higher citizenship behavior, job satisfaction, and lower turnover.
High-quality Leader-Member Exchange relationships yield significant positive organizational benefits. When administrators build high-trust dyadic links with staff, employees display higher organizational citizenship behaviors, increased job satisfaction, greater commitment to institutional goals, and lower turnover intentions compared to staff in low-quality Out-Group exchange relationships.

114. (D) Intellectual Stimulation
Intellectual Stimulation specifically focuses on encouraging staff creativity, critical thinking, and problem-solving. Transformational leaders utilizing intellectual stimulation challenge employees to re-examine work practices, reconsider traditional pedagogical methods, and propose innovative ideas without fear of administrative criticism, driving continuous instructional and organizational innovation.

than formal statutory rules, position power, or traditional civil service organizational structures.

134. (A) Both A and R are true and R is the correct explanation of A
Modern school administration is too complex for a solo autocratic leader due to multifaceted statutory, instructional, financial, and community demands. Effective school governance requires collaborative, distributed, and adaptive leadership practices, spreading responsibilities across teams to manage complex challenges, improve instruction, and maintain overall operational stability.

135. (B) Leadership appearing transformational but driven by self-interest and deception.
Pseudo-Transformational Leadership, as defined by Bernard Bass, describes leaders who adopt the superficial appearance of transformational style—such as inspirational rhetoric—but are fundamentally driven by self-interest, personal power, and deception. They exploit followers and sacrifice collective welfare for self-aggrandizement, lacking a genuine moral foundation or authentic ethical perspective.

136. (D) Participative Leadership
Actively involving the School Management Committee, teachers, parents, and community members in decision-making exemplifies Participative Leadership. This style encourages shared governance, values stakeholder input, fosters trust, and enhances organizational commitment by ensuring decisions reflect collective institutional perspectives rather than unilateral administrative directives.

137. (B) Subordinate resentment, lower satisfaction, and perceived micro-management.
Path-Goal Theory posits that applying directive leadership to routine, simple, and highly structured tasks leads to negative employee outcomes. Because workers already understand their duties, directive supervision provides no added clarity; instead, it is perceived as redundant micro-management, causing subordinate resentment and lowering overall job satisfaction.

138. (B) Authentic Transformational Leadership
A principal who initiates open dialogue, transparently shares data, models personal commitment, and inspires staff to overcome performance challenges demonstrates Authentic Transformational Leadership. This composite approach merges ethical transparency, self-awareness, and balanced processing with vision articulation and individual motivation to drive deep institutional recovery and instructional improvement.

139. (C) Hersey & Blanchard — Managerial Grid (9,9)
The pair matching Hersey & Blanchard with the Managerial Grid is incorrect. Hersey and Blanchard developed Situational Leadership Theory based on task behavior, relationship behavior, and follower readiness. The Managerial Grid and nine-nine coordinate framework were formulated by Robert Blake and Jane Mouton within organizational leadership studies.

140. (D) An interactive property emerging among leaders, followers, and situation.
In distributed leadership frameworks, leadership is viewed as an interactive, emergent property resulting from interactions among leaders, followers, and situational contexts. Rather than residing solely in a formal administrative position, leadership practice is distributed dynamically across organizational networks and collaborative administrative structures within schools.

141. (A) Agreeing on work targets and providing rewards upon completion.
Transactional Contingent Reward behavior involves establishing explicit work goals, clarifying expectations, and granting rewards upon successful task completion. Administrators specify required performance standards and provide positive reinforcement—such as favorable appraisals or monetary incentives—when objectives are achieved, maintaining clear operational exchange relationships with staff.

142. (B) I, II and III only
Luthans, Avolio, and Walumbwa identify four core components of Authentic Leadership: Self-awareness, Relational Transparency, Balanced Processing, and Internalized Moral Perspective. Idealized Influence belongs to Bernard Bass's Transformational Leadership model rather than authentic leadership, making statements one, two, and three the correct components of authentic leadership.

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

expressing genuine feelings, acknowledging personal errors, and avoiding self-protective or deceptive administrative behaviors within the institutional workplace.

125. (A) Adopt a Participating (S3) style offering high encouragement and shared decision-making.
A department head with high technical ability who lacks confidence in leadership operates at readiness level R3. Applying Hersey and Blanchard's model, the principal should adopt a Participating (S3) style, providing high supportive relationship behavior and low task direction to build confidence, reduce hesitation, and facilitate shared decision-making.

126. (B) Actively monitor teaching and attendance to detect deviations and enforce corrections.
Active Management-by-Exception is a transactional leadership behavior where administrators continuously monitor work operations, track employee performance, detect rule deviations or errors, and take immediate corrective action. This proactive supervisory approach maintains standard compliance and operational efficiency before minor administrative errors escalate into systemic institutional failures.

127. (C) Instructional Leadership — Monitoring classroom teaching and student outcomes
Instructional Leadership focuses specifically on improving curriculum delivery, supervising classroom instruction, and evaluating learning outcomes. Monitoring teaching quality and analyzing student achievement data reflect core instructional leadership practices, distinguishing this framework from administrative approaches focused primarily on routine maintenance or general institutional facility management.

128. (D) Articulating an optimistic vision and high standards through inspiring communication.
In Bass's framework, Inspirational Motivation focuses on articulating an appealing, optimistic vision and setting high performance expectations through compelling communication. While Idealized Influence relies on the leader serving as an ethical role model, Inspirational Motivation generates group enthusiasm, optimistic energy, and collective commitment to shared institutional goals.

129. (C) Participative Group management based on trust and shared goal-setting maximizes effectiveness.
Rensis Likert's System Four management model advocates for participative group governance based on trust, open communication, and shared goal-setting. Aligning with employee-oriented behavioral research, System Four demonstrates that engaging staff in decision-making and fostering mutual confidence yields higher organizational productivity and workplace satisfaction than autocratic models.

130. (A) Task goals, procedures, and performance measures are clearly defined and unambiguous.
Task Structure in Fiedler's Contingency Model is considered high when work goals, step-by-step procedures, duties, and evaluation metrics are explicit and unambiguous. High task structure reduces role ambiguity, making it easier for administrators to monitor progress, evaluate outcomes, and maintain administrative control over routine institutional functions.

MCQGPT

131. (C) Early Trait Theory
Early Trait Theory is criticized as tautological because researchers identified traits from successful leaders and then attributed their success to those traits without independent validation. This circular logic failed to explain why individuals possessing those traits sometimes failed, or why non-possessors succeeded, limiting the theory's scientific predictive power.

132. (D) I, II and III
Providing clear rubrics for evaluation represents instructional leadership by setting academic quality standards. Mentoring novice teachers through bi-weekly feedback sessions exemplifies individualized consideration and instructional support. Recognizing staff contributions during assemblies reflects supportive and transformational motivation. Together, these actions illustrate integrated effective educational leadership practices within schools.

133. (B) Exceptional personal heroism, exemplary character, and visionary qualities of the leader.
In Charismatic Leadership Theory, follower compliance and devotion stem from extraordinary perceptions of the leader's personal qualities, heroism, exemplary character, and vision. Authority rests on emotional connection and trust in the leader's personal magnetism rather

115. (D) Core ethical values and public service integrity, regardless of external pressures.
An internalized moral perspective in Authentic Leadership means an administrator's actions are guided by core ethical values and personal integrity. Rather than bowing to external political pressures or short-term expediency, authentic leaders rely on their moral compass to make consistent, principled decisions in institutional management and educational governance.

116. (B) Leader-Member Exchange Theory
Vertical Dyadic Linkage (VDL) theory formed the foundational framework from which Leader-Member Exchange Theory evolved. Developed by Dansereau, Graen, and Haga, VDL research examined unique paired relationships between supervisors and individual subordinates, replacing the assumption of uniform managerial behavior with differentiated dyadic social exchange models.

117. (B) I, II and IV only
Effective instructional leadership encompasses defining institutional academic goals, direct involvement in curriculum development, observing classroom instruction, providing developmental feedback, and monitoring student performance using baseline data. Managing procurement files and infrastructure projects belongs to general facility management rather than core instructional leadership functions.

118. (B) Form collaborative sub-committees of staff and SMC members to analyze needs and draft the SDP.
Applying distributed leadership during School Development Plan formulation involves engaging diverse stakeholders across the organization. The principal establishes collaborative sub-committees comprising teachers, parents, and community representatives, distributing analytical tasks, gathering broad operational input, and building shared institutional ownership of long-term development goals.

119. (A) Bernard Bass
Bernard Bass expanded James MacGregor Burns' original concepts to create the Full-Range Leadership Model in nineteen eighty-five. Bass's framework operationalizes administrative leadership behaviors along a continuous spectrum extending from passive Laissez-Faire leadership, through transactional management dimensions, to high-performing Transformational Leadership.

120. (A) Both A and R are true and R is the correct explanation of A
Transactional leadership provides an essential operational foundation for institutional order, rule enforcement, and administrative compliance. Daily school operations—such as timetable adherence, examination conduct, and financial regularity—depend on transactional mechanisms like standard operating guidelines, clear performance expectations, and contingent exchanges to maintain organizational stability.

121. (C) Participative Style
In Path-Goal Theory, employees with an internal locus of control believe their own effort determines performance outcomes. They prefer participative leadership because it offers opportunities to provide input, influence institutional decisions, and exercise autonomy, whereas directive control feels restrictive and demotivating to internally oriented individuals.

122. (D) Unethical Charismatic Leader
Leaders who use personal magnetism and emotional charisma for self-aggrandizement, personal gain, or manipulation are classified as unethical or pseudo-charismatic leaders. Unlike authentic transformational leaders who empower followers toward collective public good, unethical charismatic leaders exploit follower trust and loyalty to serve their own personal interests.

123. (D) Teacher frustration, perceived micro-management, and lowered morale
Applying a Telling (S1) style to an R4 follower (high ability, high willingness) mismatches leadership behavior and follower readiness. Over-supervising highly competent, experienced, and self-motivated employees causes severe frustration, perceived micro-management, reduced autonomy, and lowered job satisfaction, highlighting the importance of matching leadership style to situational needs.

124. (B) Sharing information openly and expressing authentic feelings and thoughts appropriately.
Relational Transparency is a core component of Authentic Leadership. It involves open, honest, and authentic communication between leaders and followers. Leaders practice relational transparency by sharing relevant information,

Click Here to Buy book on Flipkart

143. (C) Transactional relies on reward-penalty exchanges; Transformational elevates follower values for higher outcomes.
Transactional leadership focuses on maintaining operational efficiency through contractual exchanges, contingent rewards, and rule compliance. Transformational leadership goes beyond basic transactions, inspiring followers to transcend self-interest, align with shared moral values, and achieve higher-level organizational goals through intellectual stimulation and individual consideration across institutional units.

144. (D) Leader-Member Exchange Theory
Leader-Member Exchange Theory explicitly asserts that leaders do not treat all subordinates uniformly. Instead, administrators develop differentiated social exchange relationships with individual followers, resulting in an In-Group characterized by high trust and involvement, and an Out-Group characterized by formal, contractual interactions within the administrative unit.

145. (B) High focus on staff comfort over institutional performance.
On the Blake and Mouton Managerial Grid, coordinates one-nine represent Country Club Management. A principal with this style prioritizes staff social needs, workplace comfort, and friendly interpersonal relationships above institutional work targets and academic performance, resulting in high employee comfort but low operational accountability within schools.

146. (A) Assess the follower's task readiness level (ability and willingness).
In Hersey and Blanchard's Situational Leadership Model, selecting an effective leadership style requires assessing the follower's readiness level for a specific task. Administrators evaluate job ability and psychological willingness (R1 to R4) to choose the appropriate matching style among Directing, Selling, Participating, or Delegating for optimal performance.

147. (B) Distributed Leadership
Delegating specific leadership roles to HODs, Vice-Principals, and committee representatives applies Distributed Leadership. This administrative approach recognizes expertise across institutional levels, sharing governance responsibilities, empowering staff, and enhancing organizational sustainability by systematically building collective leadership capacity throughout the educational institution.

148. (B) Authentic Leadership
Seeking stakeholder feedback, analyzing performance data objectively without defensiveness, and implementing equitable programs based on moral commitment exemplify Authentic Leadership. This model centers on balanced processing of information, relational transparency, self-awareness, and an internalized moral perspective, building trust and institutional effectiveness during organizational challenges in schools.

149. (D) Sound Transactional Management combined with Strong Transformational Leadership.
Modern research in educational administration demonstrates that highly effective principals combine sound transactional management with strong transformational leadership. Transactional practices ensure routine administrative regularity, rule compliance, and structural order, while transformational behaviors inspire continuous pedagogical innovation, staff commitment, and positive organizational culture within schools.

150. (B) Improving school culture, instruction, staff capacity, and student growth.
The ultimate purpose of effective educational leadership in school governance is to improve organizational culture, enhance instructional quality, build staff professional capacity, and promote holistic student growth. Administrative structures and supervisory styles serve as mechanisms to support meaningful educational outcomes and long-term student success across institutions.

****

Downloaded from www.pdf.tube

(B) Detecting individual student learning failures and academic deficits at the end of each academic year
(C) Conducting sudden punitive administrative inspections across all operational school buildings
(D) Maximizing overall institutional financial savings through systematic reduction of teacher recruitment

36. In a SWOT analysis conducted by a school Principal, which two components represent internal factors of the institution?
(A) Strengths and Opportunities
(B) Weaknesses and Threats
(C) Strengths and Weaknesses
(D) Opportunities and Threats

37. During a school SWOT analysis, an upcoming government policy providing digital interactive boards and high-speed internet infrastructure grants to government schools represents a(n):
(A) External Opportunity
(B) Internal Institutional Strength
(C) Internal Institutional Weakness
(D) External Environmental Threat

38. Which quality tool is specifically designed to identify the root causes of a problem by categorizing potential factors into cause categories (also known as a Fishbone Diagram)?
(A) Pareto Chart
(B) Control Chart
(C) Scatter Diagram
(D) Ishikawa Model

39. Scenario: A school principal notices that overall academic achievement in Mathematics has dropped over two consecutive terms. To diagnose the problem, the Principal convenes subject teachers to map out potential contributing causes under categories such as Pedagogy, Learning Resources, Student Attendance, and Assessment Methods.
Which strategic quality tool is the Principal utilizing?
(A) Pareto Analysis
(B) Ishikawa Analysis
(C) Benchmarking Process Analysis
(D) Force Field Decision Analysis

40. The Pareto Principle (80/20 Rule) applied to educational management suggests that:
(A) 80% of student learning outcomes depend directly on 20% of institutional financial expenditure
(B) 80% of school teachers perform approximately 20% of the total routine administrative work
(C) 80% of operational problems stem from 20% of key vital causes
(D) 80% of total school instructional time must be dedicated to extra-curricular activities

MCQGPT

41. Benchmarking in educational quality management refers to:
(A) Setting arbitrary minimal passing marks for standardized school examination assessments across all grades
(B) Ranking individual students in descending order based strictly on term end test results and scores
(C) Fixing statutory physical dimensions and architectural guidelines for standardized classroom construction
(D) Measuring performance metrics against leading peer institutions to adopt best practices

42. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Maintaining accurate school records is an essential managerial function for school principal leadership.
Reason (R): School records provide evidence of compliance, historical performance, financial integrity, and base data for institutional planning.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. Which of the following school records is classified as a permanent administrative register that records cumulative pupil history, dates of admission, withdrawal, and demographic details?
(A) Daily Attendance Register of Teaching and Non-Teaching Staff
(B) Admission and Withdrawal Register
(C) Official Guest and Visitor's Log Book
(D) Contingent Expenditure and Voucher Register

II. It is a continuous process that operates throughout the organizational lifecycle.
III. It excludes communication and focuses solely on issuing administrative orders.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

10. Which managerial function ensures that actual organizational performance conforms to planned objectives through monitoring and corrective actions?
(A) Controlling
(B) Reporting
(C) Planning
(D) Budgeting

11. Which term describes the scope of educational management that deals with establishing policies, maintaining standards, and ensuring equitable distribution of resources across educational institutions?
(A) Micro-level educational management
(B) Macro-level educational management
(C) Institutional operational management
(D) Classroom pedagogical management

12. Scenario: A newly appointed Principal in a Delhi Government School notices that several administrative activities overlap, leading to confusion among teachers regarding duty allocations during annual exams. The Principal decides to prepare a comprehensive organizational matrix clearly specifying roles, reporting lines, and task boundaries.
Which management function is the Principal primarily performing?
(A) Controlling
(B) Organizing
(C) Budgeting
(D) Supervising

13. Institutional Planning in school education refers to a plan formulated by an institution based on:
(A) Its specific needs, available local resources, and scope for improvement
(B) Directives and policy frameworks issued exclusively by international organizations
(C) Uniform national academic targets imposed across institutions without local adaptations
(D) Commercially driven operational targets set by external private audit agencies

14. Which of the following is the first stage in the process of formulating a comprehensive Institutional Plan?
(A) Evaluating and measuring all final learning outcomes of the completed plan
(B) Implementing administrative execution strategies across all school departments
(C) Assessing available resources and present conditions
(D) Submitting the approved financial budget directly to the state treasury

15. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Institutional planning promotes democratic decentralization in school administration.
Reason (R): It involves the active participation of teachers, students, parents, and community members in decision-making.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. What is the primary focus of long-term educational planning as compared to short-term institutional planning?
(A) Tracking daily classroom attendance and pupil absence records routinely
(B) Organizing weekly co-curricular competitions and routine student activities
(C) Long-term structural reforms, infrastructure, and policy goals
(D) Preparing and processing monthly teacher salary statements and allowances

17. Which approach to educational planning focuses on calculating the financial returns generated by education relative to its economic investments?
(A) Social Demand and Community Need Approach
(B) Cost-Benefit / Rate of Return Approach
(C) Manpower Requirement Planning Approach
(D) Institutional Need and Capacity Approach

18. Arrange the following steps of Institutional Planning in the correct chronological sequence:
I. Execution of planned projects

Click Here to Buy book on Amazon

II. Identification of needs and problem areas
III. Appraisal and evaluation of results
IV. Survey of existing resources and facilities
V. Formulation of concrete action plans

Which of the following options represents the correct sequence?
(A) II, IV, V, I, III
(B) IV, II, I, V, III
(C) II, V, IV, I, III
(D) V, II, IV, I, III

19. Consider the following statements regarding the characteristics of an effective Institutional Plan:
I. It is realistic and rooted in the immediate context of the school.
II. It is flexible and open to adjustments based on periodic evaluation.
III. It relies exclusively on external financial aid and rejects local resources.
IV. It encourages optimal utilization of existing school infrastructure and manpower.

Which of the statements given above are correct?
(A) I, II, and IV only
(B) I, III, and IV only
(C) II and III only
(D) I, II, III, and IV

20. In the context of decision-making models in management, Herbert Simon proposed the concept of "Bounded Rationality". This concept implies that decision-makers:
(A) Always achieve optimal and perfect decisions through systematic and unlimited information search
(B) Rely entirely on subjective emotional intuition without applying any logical analytical structure
(C) Seek satisfactory rather than optimal decisions due to cognitive limits
(D) Make administrative decisions based purely on political mandates regardless of practical outcomes

21. Which decision-making model relies on consensus-building through multiple rounds of anonymous questionnaires sent to a panel of experts?
(A) Delphi Technique
(B) Brainstorming Method
(C) Nominal Group Technique
(D) Fishbone Diagram Model

22. Which style of decision-making by a school leader involves taking decisions independently without consulting staff members, expecting compliance without question?
(A) Democratic style
(B) Laissez-faire style
(C) Participative style
(D) Autocratic style

23. An organizational structure characterized by narrow span of control, rigid departmentalization, high formalization, and centralized decision-making is termed as a:
(A) Organic structure
(B) Mechanistic structure
(C) Matrix structure
(D) Network structure

24. What does the term 'Span of Control' signify in school organizational management?
(A) The total number of enrolled students studying inside a given school building
(B) The physical area in square meters directly managed by the school Principal
(C) The number of subordinates directly reporting to a manager
(D) The administrative financial limit assigned officially to a school head

MCQGPT

25. Scenario: In a large senior secondary school, the Principal delegates routine administrative duties such as updating student admission registers, monitoring mid-day meal distribution, and managing daily library access to senior post-graduate teachers. However, the Principal retains ultimate accountability for official compliance and safety standards.
This situation demonstrates which core principle of delegation?
(A) Absolute surrender of official administrative responsibility and control
(B) Delegation of operational authority without delegation of accountability
(C) Division of work and duty allocation without grant of official authority
(D) Delegation of authority while retaining ultimate accountability

26. Which of the following is an incorrect statement regarding organizational delegation?
(A) Delegation transfers final accountability completely away from top managers.
(B) Delegation empowers frontline employees and enhances overall administrative organizational efficiency.
(C) Delegation helps in systematically developing

leadership skills among mid-level operational staff.
(D) Delegation requires precise and clear definition of all delegated duties and task boundaries.

27. Line and Staff organizational structure in educational administration means that:
(A) Line officials deal only with financial matters, while staff officials handle daily classroom teaching duties
(B) Line officials have direct authority; staff officials provide advisory services.
(C) Staff officials exercise direct command over line officials during routine school inspections
(D) Line and staff officials carry identical administrative functions without any clear division of authority

28. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Over-centralization in school administration suppresses initiative and innovation among teachers.
Reason (R): Centralization restricts decision-making authority to the top administrative tier, leaving little operational autonomy for frontline staff.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. Which principle of organization states that every position in an organizational hierarchy should have clearly defined duties, responsibilities, and authority relationships?
(A) Principle of Functional Definition
(B) Principle of Scalar Chain
(C) Principle of Exception
(D) Principle of Parity of Authority and Responsibility

30. What is the fundamental purpose of constructing a Master Time-Table in a school?
(A) To maintain detailed official records of teacher monthly salaries, allowances, and approved leave balances
(B) To keep complete administrative audit details regarding school building infrastructure and equipment expenses
(C) To balance staff, classroom, and subject allocation without schedule clashes
(D) To track individual student health indicators, physical growth metrics, and medical assessment records

31. Which type of school time-table outlines the daily operational schedule for individual teachers indicating their teaching periods, free periods, and proxy duties?
(A) Class Time-Table
(B) Co-curricular Activity Time-Table
(C) Institutional Master Plan
(D) Teacher's Personal Time-Table

32. Consider the following factors involved in school time-table construction:
I. Cognitive fatigue and subject difficulty level (e.g., scheduling heavy academic subjects in early periods).
II. Availability of specialized facilities like laboratories, playgrounds, and IT rooms.
III. Personal convenience and leisure preferences of individual staff members over academic priorities.
Which of the above factors are valid administrative considerations for time-table construction?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

33. In Total Quality Management (TQM), the PDCA cycle stands for:
(A) Produce, Develop, Control, Assess
(B) Plan, Do, Check, Act
(C) Prepare, Direct, Communicate, Analyze
(D) Perform, Deliver, Coordinate, Adjust

34. Who among the following management thinkers is widely regarded as the founding pioneer of Total Quality Management (TQM) and introduced the 14 Points for Management Quality Improvement?
(A) Joseph M. Juran
(B) Philip B. Crosby
(C) Kaoru Ishikawa
(D) W. E. Deming

35. In the context of school management, Quality Assurance (QA) is primarily concerned with:
(A) Proactive systems designed to continuously maintain and improve standards

Downloaded from www.pdf.tube

CHAPTER 05

Effective Leader vs. Successful Leader

1. Who coined the famous acronym POSDCORB to summarize the core functions of management and administration?
(A) Henri Fayol
(B) Luther Gulick and Lyndall Urwick
(C) Frederick Winslow Taylor
(D) Max Weber

2. In the acronym POSDCORB, what does the letter 'CO' stand for in an organizational context?
(A) Controlling Operations
(B) Co-partnering
(C) Commanding Officers
(D) Coordinating

3. Which function of educational management involves the establishment of a formal structure of authority through which work subdivisions are arranged, defined, and coordinated?
(A) Organizing
(B) Planning
(C) Directing
(D) Budgeting

4. Educational management differs fundamentally from industrial management because educational management:
(A) Does not require financial budgeting or resource allocation
(B) Operates completely free from legislative and government regulations
(C) Focuses primarily on human development and non-tangible qualitative outcomes
(D) Rejects hierarchical authority and formal reporting structures

5. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Educational management requires a humanistic approach alongside traditional administrative efficiency.
Reason (R): The primary output of educational institutions is human personality development rather than standardized commercial products.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Which of the following is considered an essential element of the 'Staffing' function in a school setting?
(A) Preparing and auditing the annual financial statement of accounts
(B) Designing the master time-table and session schedule for classes
(C) Conducting comprehensive external school inspection and auditing
(D) Teacher recruitment, orientation, and continuous development

7. The scope of educational management encompasses three distinct dimensions. Which option correctly represents these three dimensions?
(A) Financial, Legal, and Political
(B) Technical, Human, and Conceptual
(C) Directing, Controlling, and Punishing
(D) National, Regional, and Local

8. In Henri Fayol's 14 principles of management, the principle of 'Unity of Command' implies that:
(A) All organizational activities must be directed toward one single goal
(B) Managers must prioritize organizational interest over individual interest
(C) Employees should receive orders from one superior only
(D) Equal pay must be given for equal work across all departments

9. Consider the following statements regarding the 'Directing' function in school administration:
I. It involves guiding, leading, and motivating staff members to achieve school objectives.

MCQGPT

44. Under standard administrative procedures for Delhi Government Schools, the Service Book of an employee is maintained as an official record of:
(A) Student comprehensive learning progress and academic term marks and assessments
(B) Employee career history, postings, leaves, promotions, and pay fixations
(C) Parent-Teacher Association executive committee meeting minutes and proceedings
(D) Daily mid-day meal stock distribution and consumption register records

45. Which register is specifically maintained in a school to account for durable goods, equipment, furniture, and machinery acquired using school funds?
(A) Fixed Asset Stock Register
(B) Consumable Item Stock Register
(C) Official School Cash Book Register
(D) Monthly Staff Acquittance Roll

46. What is the fundamental difference between 'Consumable' and 'Non-Consumable' stock registers in school record management?
(A) Consumable registers are maintained exclusively by teaching staff, while Non-Consumable registers are maintained by student representatives.
(B) Consumable registers require formal prior government approval before purchase, while Non-Consumable registers do not require higher sanction.
(C) Consumable registers track items used up (e.g., chalk); Non-Consumable track durable assets (e.g., computers).
(D) Consumable registers deal solely with routine monetary transactions, while Non-Consumable registers deal with student discipline records.

47. In financial administration of government schools, what is the primary purpose of the Cash Book?
(A) To list daily student class attendance figures and absence summary statistics
(B) To record teacher weekly lesson plans and academic syllabus completion coverage
(C) To record annual physical inventory verification details and equipment reports
(D) To record daily monetary transactions, receipts, and disbursements

48. Consider the following statements regarding school records management:
I. Service Books must be verified annually and certified by the Head of Office / Principal.
II. Stock registers should undergo physical verification at least once every year as per Financial Rules.
III. Cumulative Record Cards track cognitive, non-cognitive, physical, and socio-emotional development of students.
IV. Attendance registers can be modified retroactively without official endorsement.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II and IV only
(D) I, II, III, and IV

49. What is the core administrative distinction between 'Educational Inspection' and 'Educational Supervision'?
(A) Inspection is a continuous and supportive administrative process, while supervision is strictly periodic and authoritative in nature.
(B) Inspection focuses on regulatory fault-finding, while supervision emphasizes guidance and collaborative improvement.
(C) Inspection is conducted exclusively by internal school teachers, while supervision is conducted solely by external ministry officials.
(D) Inspection applies strictly to private educational schools, while supervision applies exclusively to public government institutions.

50. Which type of supervision focuses primarily on identifying errors and deficiencies in teaching and administrative processes after they have occurred to apply immediate corrective action?
(A) Preventive Model of Supervision
(B) Creative Model of Supervision
(C) Clinical Model of Supervision
(D) Corrective Supervision

51. Supervision aimed at anticipating potential difficulties, pedagogical errors, and procedural delays before they occur, and putting protective measures in place, is known as:
(A) Preventive Supervision
(B) Corrective Supervision
(C) Laissez-faire Supervision
(D) Inspectional Supervision

Click Here to Buy book on Flipkart

(C) Implementing the new digital platform in total secrecy without informing school staff
(D) Completely ignoring and isolating non-participating teachers in all administrative matters

104. Continuous Professional Development (CPD) for teachers is essential primarily because it:
(A) Guarantees automatic annual monetary promotions and financial salary raises without evaluation
(B) Reduces total required weekly teaching and administrative working hours for all school staff
(C) Keeps teachers updated with evolving pedagogy, technology, and educational policies
(D) Replaces formal administrative teacher performance appraisal systems and evaluations completely

105. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Continuous Professional Development (CPD) of teachers directly impacts student learning outcomes.
Reason (R): CPD enhances pedagogical content knowledge, instructional practices, and classroom management skills of educators.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. In teacher performance appraisal, what does "360-Degree Feedback" entail?
(A) Feedback gathered from multiple sources including self, peers, head, and students
(B) Annual evaluation performed exclusively by external government educational inspectors
(C) Teacher evaluation based solely on aggregate student final examination marks and test scores
(D) Comprehensive administrative performance assessment conducted once every ten years

107. In the context of performance appraisal, the "Halo Effect" refers to a cognitive bias where:
(A) Evaluators rate all employees strictly near the exact middle point of the performance rating scale
(B) A positive impression in one area unduly influences ratings across all other criteria.
(C) Evaluators judge overall yearly performance based solely on recently observed workplace events
(D) Evaluators consistently give excessively harsh and negative ratings to all school staff members

108. The evaluation bias where a manager tends to rate all employees near the middle of a performance rating scale, avoiding exceptionally high or low ratings, is called:
(A) Leniency Error Bias
(B) Central Tendency
(C) Strictness Error Bias
(D) Recency Effect Bias

109. Consider the following components of a comprehensive Teacher Appraisal System:
I. Formative evaluation aimed at continuous feedback and skill improvement.
II. Summative evaluation aimed at administrative decisions (e.g., probation completion, promotion).
III. Clear, transparent criteria aligned with professional standards.
IV. Unannounced punitive ratings without constructive feedback.
Which of the above components represent sound practices in teacher appraisal?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

110. What is the fundamental distinction between 'School Climate' and 'School Culture'?
(A) School Climate deals exclusively with physical weather conditions, while School Culture deals only with artistic events.
(B) School Climate is set entirely by parent associations, while School Culture is mandated directly by the state ministry.
(C) Climate refers to temporary environmental perceptions; Culture reflects deep-seated values and shared norms.
(D) School Climate applies strictly to private institutions, while School Culture applies only to government schools.

MCQGPT

60. What is the main operational focus of 'Peer Supervision'?
(A) Head of institution evaluating classroom teacher performance for official annual confidential reports
(B) Teachers of equal status supporting each other through mutual feedback and reflection
(C) District administrative officials conducting periodic surprise audits of school financial accounts
(D) Parents actively monitoring daily classroom teaching performance from outside the classroom

61. Consider the following supervisory practices in educational management:
I. Pre-observation dialogue to set clear observation objectives.
II. Objective data collection during live teaching.
III. Post-observation discussion offering constructive, action-oriented feedback.
Which of the above practices are core components of Clinical Supervision?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

62. The Trait Theory of leadership posits that:
(A) Effective leaders are made strictly through professional training and environmental conditioning
(B) Leadership effectiveness depends entirely on favorable situational and organizational context
(C) Leaders possess inherent personal traits that distinguish them from non-leaders
(D) Leadership is purely a structural function of positional authority and formal bureaucratic title

63. Which behavioral leadership study identified two major dimensions of leader behavior known as "Initiating Structure" and "Consideration"?
(A) Hawthorne Studies
(B) University of Michigan Studies
(C) Harvard Management Experiments
(D) Ohio State Leadership Studies

64. In the Blake and Mouton Managerial Grid, a leader who demonstrates high concern for production/tasks (9) and low concern for people (1) is categorized as displaying which leadership style?
(A) Country Club Management Style (1,9)
(B) Team Management Organizational Style (9,9)
(C) Task Management Style (9,1)
(D) Impoverished Management Style (1,1)

65. Scenario: A school principal facing a crisis situation due to sudden administrative regulatory changes instructs staff strictly on exact procedures to follow within tight deadlines, providing precise instructions and close monitoring. However, once operations stabilize, the principal adopts a collaborative and delegative approach for routine academic decisions.
Which leadership theory best explains the principal's adaptive strategy?
(A) Great Man Leadership Theory
(B) Situational Leadership
(C) Inherent Trait Theory
(D) Absolute Autocratic Theory

66. Fiedler's Contingency Model asserts that a leader's effectiveness depends on the match between leadership style and situational favorableness. What tool did Fiedler develop to measure a leader's orientation?
(A) Leader-Member Exchange (LMX) Questionnaire
(B) Multifactor Leadership Questionnaire (MLQ)
(C) Emotional Intelligence Quotient (EQ) Test
(D) Least Preferred Coworker (LPC) Scale

67. According to Fiedler's Contingency Model, situational favorableness is determined by three variables. Which of the following is NOT one of these three variables?
(A) Leader's Age and Tenure
(B) Leader-Member Relations
(C) Task Structure
(D) Position Power

68. In Hersey and Blanchard's Situational Leadership Theory (SLT), leadership style should be matched with the follower's level of:
(A) Physical fitness parameters, biological age, and health status
(B) Formal educational qualifications and designated salary pay grade
(C) Follower readiness level (competence and commitment)
(D) Total years of administrative service

MCQGPT

government institutions

120. Under the RTE Act 2009, the School Development Plan (SDP) prepared by the SMC forms the basis for:
(A) Fixing private tuition fees and charges across all public government schools
(B) Rating classroom teachers on international university educational assessment boards
(C) Allocating government grants and resource planning for the school
(D) Assigning statutory national election duties to senior administrative school officers

121. What is the fundamental focus of 'Strategic Management' in educational administrative institutions?
(A) Preparing daily classroom substitute teacher rosters and monitoring weekly periods
(B) Purchasing essential office stationery stock and classroom supplies on a weekly basis
(C) Standardizing physical student uniform designs and official school dress codes
(D) Aligning internal capabilities and resources with long-term environmental demands

122. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Effective delegation of administrative tasks reduces managerial burnout for school Principals.
Reason (R): Delegation allows Principals to focus on high-level strategic, instructional, and policy leadership functions while empowering staff.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

123. In educational administration, the term 'Bureaucratic Model' is most closely associated with which sociologist?
(A) Elton Mayo
(B) Max Weber
(C) Chester Barnard
(D) Mary Parker Follett

124. Max Weber's Bureaucratic Model of administration is characterized by:
(A) Informal unstructured administrative relationships and spontaneous managerial decision-making
(B) Hierarchy of authority, division of labor, formal rules, and impersonality
(C) Complete lack of official documentation combined with centralized emotional employee motivation
(D) Absolute operational autonomy granted directly to all frontline operational teaching staff

125. Consider the following administrative leadership concepts:
I. Idealized Influence: Serving as a role model with high ethical standards.
II. Intellectual Stimulation: Encouraging subordinates to question status quo and think creatively.
III. Contingent Reward: Exchanging material rewards for meeting specified contractual performance targets.
Which of the above options correctly pair components with their parent leadership theory?
(A) I and II belong to Transformational Leadership; III belongs to Transactional Leadership
(B) I and III belong to Trait Theory; II belongs to Behavioural Theory
(C) All three belong exclusively to Situational Leadership Theory
(D) All three belong exclusively to Distributed Leadership Theory

126. Human Relations Approach in educational management was pioneered by which famous historical study?
(A) Michigan State Leadership Research Studies
(B) Ohio State Leadership Research Experiments
(C) Hawthorne Studies
(D) Stanford Prison Simulation Experiment

127. The Hawthorne Studies demonstrated that worker productivity increases primarily due to:
(A) Physical lighting brightness levels and mechanical environmental conditions alone
(B) Strict economic financial penalties imposed by supervisors for low production output
(C) Shorter daily working hours provided continuously without any human social interaction
(D) Social factors, psychological recognition, and feeling valued by management

Downloaded from www.pdf.tube

manages government schools.
(D) A successful leader relies solely on participative styles, while an effective leader relies on autocratic styles.

78. Consider the following behavioral indicators of leaders:
I. Subordinates comply with orders primarily to gain rewards or avoid punishment.
II. Subordinates demonstrate high internal commitment, work satisfaction, and organizational ownership.
III. Goal achievement occurs only while the leader physically monitors the work.
IV. Organizational performance and high standards continue seamlessly even in the leader's temporary absence.
Which of the above statements represent indicators of an "EFFECTIVE Leader" (as opposed to merely a "Successful Leader")?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, II, III, and IV

79. A school Principal who successfully gets teachers to complete administrative registers on time by threatening adverse entry in APAR (Annual Performance Assessment Report), but notices that teacher morale and instructional quality drop significantly, is exhibiting leadership that is:
(A) Effective but unsuccessful
(B) Both successful and effective
(C) Neither successful nor effective
(D) Successful but ineffective

80. In transaction-based school management, "Management by Exception (Active)" means that the leader:
(A) Waits completely passively for major administrative mistakes to occur before taking any corrective action
(B) Rewards all organizational employees equally regardless of individual job performance or output
(C) Actively monitors deviations and intervenes when rules are breached
(D) Focuses entirely on creative curriculum design and innovative pedagogical development strategies

81. In Maslow's Hierarchy of Needs Theory, which need level must be satisfied immediately after basic physiological safety needs are met?
(A) Higher-order Self-Actualization needs
(B) Social / Belonging needs
(C) Ego and Personal Esteem needs
(D) Intellectual Cognitive needs

82. According to Herzberg's Two-Factor (Motivation-Hygiene) Theory, which of the following is classified as a 'Motivator' (Intrinsically motivating factor)?
(A) Working conditions and physical surroundings
(B) Salary and fringe benefits
(C) Company policy and administrative rules
(D) Achievement, recognition, and responsibility

83. In Herzberg's theory, the presence of 'Hygiene Factors' (such as basic pay, working conditions, job security) primarily serves to:
(A) Prevent job dissatisfaction without creating positive motivation
(B) Create high intrinsic motivation, workplace enthusiasm, and extreme job satisfaction
(C) Directly induce professional burnout, employee stress, and high turnover rates
(D) Transform transactional organizational leaders directly into transformational leaders

MCQGPT

84. Scenario: A school principal notices that providing comfortable staff room seating, clean drinking water, and timely salary disbursement has stopped teacher complaints about physical working conditions, but has not increased their enthusiasm for designing innovative teaching materials.
Which theory best explains this administrative situation?
(A) Maslow's Need Hierarchy
(B) Vroom's Expectancy Theory
(C) Herzberg's Two-Factor Theory
(D) McGregor's Theory X and Theory Y

85. Douglas McGregor's "Theory X" assumes that the average human being:
(A) Dislikes work, avoids responsibility, and requires close control and supervision
(B) Naturally enjoys work activities, seeks personal responsibility, and exercises self-direction
(C) Is highly self-motivated, creative, and eager to contribute to organizational success
(D) Is driven entirely by intrinsic higher-order

self-actualization and personal growth needs

86. A school Principal who believes in Douglas McGregor's "Theory Y" will adopt which of the following managerial behaviors?
(A) Strict surveillance, constant micro-management, and frequent administrative disciplinary threats
(B) Complete top-down centralization of all school instructional and academic planning decisions
(C) Penalizing and reprimanding classroom teachers for taking initiative without prior official approval
(D) Empowering teachers, delegating authority, and trusting staff capabilities

87. Victor Vroom's Expectancy Theory of Motivation posits that Motivation = Expectancy × Instrumentality × Valence. What does 'Valence' represent in this model?
(A) The strength of an individual's belief that effort will lead to successful performance
(B) The value or attractiveness an individual places on the expected reward / outcome
(C) The belief that successful performance will be rewarded
(D) The physical energy expended by the employee

88. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): According to Vroom's Expectancy Theory, if a teacher believes that extra effort will not lead to better student performance (zero Expectancy), motivation will be zero.
Reason (R): Vroom's model is multiplicative, meaning that if any one of the three components (Expectancy, Instrumentality, Valence) is zero, overall motivation becomes zero.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. Alderfer's ERG Theory condenses Maslow's five need categories into three core needs. What are these three needs?
(A) Ego, Recognition, and Guidance
(B) Efficiency, Reward, and Governance
(C) Esteem, Rationality, and Achievement
(D) Existence, Relatedness, and Growth

90. McClelland's Theory of Needs identifies three dominant intrinsic motivators. Which of the following is NOT one of McClelland's three needs?
(A) Need for Security (nSec)
(B) Need for Achievement (nAch)
(C) Need for Power (nPow)
(D) Need for Affiliation (nAff)

91. In the context of school management, communication that flows from teachers or administrative staff upwards to the Principal (such as feedback, grievances, progress reports) is known as:
(A) Downward communication
(B) Upward communication
(C) Horizontal / Lateral communication
(D) Diagonal communication

92. Consider the following statements regarding organizational communication networks:
I. Wheel / Star network is highly centralized, with information passing through a central hub (leader).
II. All-Channel / Star network allows all group members to communicate freely with each other, promoting high employee satisfaction.
III. Chain network follows a strict formal scalar chain hierarchy.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

93. What is the main barrier to effective administrative communication caused by filtering, deliberate manipulation, or selective presentation of information to make it look favorable to higher officials?
(A) Information Filtering
(B) Technical channel distortion
(C) External environmental barrier
(D) Complex semantic confusion

94. The informal communication network operating within an educational institution, based on social relationships and casual interactions, is commonly referred to as the:
(A) Official Gazette

Click Here to Buy book on Amazon

(B) Circular System
(C) Grapevine
(D) Matrix Pipeline

95. What does the term 'Semantic Barrier' in administrative communication refer to?
(A) Physical distance and geographical separation between sender and receiver
(B) Mechanical or electronic failure of communication hardware and transmission devices
(C) Hierarchical social status differences between the supervisor and subordinate employee
(D) Misunderstandings from ambiguous language, symbols, or technical jargon

96. In Thomas-Kilmann Conflict Mode Instrument, a conflict management style characterized by high assertiveness and low cooperativeness (desiring to win one's own position at the expense of the other) is known as:
(A) Accommodating style
(B) Compromising style
(C) Competing
(D) Avoiding style

97. In conflict resolution within a school staff, the 'Collaborating' style (Win-Win approach) is defined by:
(A) Low assertiveness and high cooperativeness, sacrificing one's own goals to appease other individuals
(B) High assertiveness and cooperativeness, seeking solutions that fully satisfy both parties
(C) Low assertiveness and low cooperativeness, postponing and delaying the issue indefinitely
(D) Moderate assertiveness and moderate cooperativeness, splitting the difference between parties

98. Scenario: Two senior teachers in a school disagree sharply over the allotment of specialized computer lab schedules for their respective classes. The Principal meets both teachers, listens to their concerns, and helps them design an integrated co-teaching and shared lab usage roster that satisfies both departments without compromising instructional time.
Which conflict handling style did the Principal utilize?
(A) Avoiding style
(B) Competing style
(C) Accommodating style
(D) Collaborating

99. Kurt Lewin's classic 3-Step Model of Change Management consists of which sequence of stages?
(A) Unfreezing, Moving, Refreezing
(B) Strategic Planning, Executing, and Evaluating
(C) Organizational Diagnosing, Implementing, and Stabilizing
(D) Program Initiating, Transforming, and Consolidating

100. In Kurt Lewin's Change Model, the stage of "Unfreezing" involves:
(A) Establishing permanent organizational norms and locking new operational habits into place
(B) Implementing concrete daily professional development training programs for staff members
(C) Breaking down mindsets, raising change awareness, and reducing resistance
(D) Systematically evaluating student academic learning outcomes post-change execution

MCQGPT

101. In John Kotter's 8-Step Change Leadership Model, what is the mandatory FIRST step required to successfully initiate organizational change?
(A) Establishing a Sense of Urgency
(B) Creating a Short-Term Win
(C) Formulating a Strategic Vision
(D) Anchoring New Approaches in Culture

102. What is the primary cause of employee resistance to organizational change in educational institutions?
(A) Excessive provision of financial incentives and bonuses to staff
(B) Excessive administrative clarity in policy communication channels
(C) Universal consensus and complete agreement among all school staff members
(D) Fear of the unknown, loss of status, and disruption of habits

103. Which strategy is most effective for a school leader to reduce staff resistance when introducing new digital teaching platforms?
(A) Issuing immediate formal written termination threats to non-compliant teaching staff
(B) Involving teachers early, providing continuous training, and empathetic support

completed in the school system

69. According to Hersey and Blanchard, what is the appropriate leadership style for followers who possess high competence but low commitment or confidence (Maturity Level M3)?
(A) Supporting (S3)
(B) Directing / Telling Style (S1)
(C) Coaching / Selling Style (S2)
(D) Delegating Style (S4)

70. Transactional leadership is primarily based on:
(A) Inspiring long-term vision, personal charismatic appeal, and continuous intellectual stimulation
(B) Distributing structural decision-making power directly to student unions and local committees
(C) Fostering high moral values, ethical integrity, and spiritual personal self-actualization
(D) Exchange relationships involving rewards, compliance, and contingent reinforcement

71. Transformational leadership in schools is characterized by four key components (the "Four Is"). Which of the following is NOT one of the Four Is of Transformational Leadership?
(A) Idealized Influence
(B) System Inspection
(C) Inspirational Motivation
(D) Intellectual Stimulation

72. Which component of Transformational Leadership involves the leader acting as a mentor, paying individual attention to each follower's growth needs, and supporting their professional advancement?
(A) Intellectual Stimulation
(B) Inspirational Motivation
(C) Individual Support
(D) Contingent Reward System

73. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Transformational leadership is highly effective in driving long-term school improvement and cultural change.
Reason (R): Transformational leaders motivate followers to transcend their self-interests for the higher collective vision and mission of the institution.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

74. Instructional Leadership primarily focuses on the school leader's direct involvement in:
(A) Managing curriculum, instructional quality, and student learning outcomes
(B) Managing official financial tenders, procurement, and building maintenance contracts
(C) Organizing regional political rallies and external community public relations campaigns
(D) Auditing daily staff leave applications, service books, and attendance registers

75. Distributed Leadership in educational institutions refers to a practice where leadership functions are:
(A) Concentrated exclusively in the hands of the Vice-Principal and senior administrative staff
(B) Shared and stretched across multiple individuals and teams throughout the school
(C) Outsourced entirely to external private management consultancy agencies and advisors
(D) Rotated daily among non-teaching administrative office clerks and support personnel

76. According to Fred Fiedler's theory, high-LPC (Least Preferred Coworker) leaders are primarily:
(A) Task-oriented
(B) Relationship-oriented
(C) Laissez-faire oriented
(D) Bureaucracy-oriented

77. What is the fundamental distinction between a "Successful Leader" and an "Effective Leader" as conceptualized by Paul Hersey and Kenneth Blanchard?
(A) Successful leaders gain compliance via position power; effective leaders build commitment via influence.
(B) A successful leader possesses significantly higher academic degrees and formal credentials than an effective leader.
(C) A successful leader exclusively manages private institutions, while an effective leader

Downloaded from www.pdf.tube

111. According to Halpin and Croft's pioneer research on school organizational climate, which type of climate is characterized by high teacher spirit, low principal hindrance, high authenticity, and open collaborative communication?
(A) Closed Climate
(B) Paternal Climate
(C) Autonomous Climate
(D) Open Climate

112. A "Closed Climate" in a school organization is indicated by:
(A) High teacher morale, administrative trust, and strong supportive principal leadership behaviors
(B) Complete freedom given to enrolled students to independently design their academic syllabus
(C) Teacher frustration, rigid principal task enforcement, and non-authentic communication
(D) High trust and open administrative communication between parents and school leadership staff

113. Under Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, every government and aided school must constitute a:
(A) Parent Association Executive Committee
(B) School Management Committee (SMC)
(C) District Education Planning Board
(D) Academic Audit Council

114. As per the RTE Act 2009, what is the mandatory minimum percentage of parents/ guardians of children enrolled in the school in the total membership of the School Management Committee (SMC)?
(A) 25%
(B) 33%
(C) 50%
(D) 75%

115. As per Section 21 of the RTE Act 2009, what proportion of the total members of a School Management Committee (SMC) must be women?
(A) At least 50%
(B) At least 25%
(C) At least 33%
(D) At least 60%

116. Scenario: During an SMC meeting in a Delhi Government School, members deliberate on preparing the annual School Development Plan (SDP). A parent member asks about the legal mandate of the SMC regarding SDP preparation under the RTE Act.
Which of the following functions is legally mandated for the SMC under Section 21 of the RTE Act 2009?
(A) Conducting annual professional appraisals and granting financial salary increments to regular teachers
(B) Licensing and regulating private coaching centers operating within the local sub-division area
(C) Preparing the School Development Plan and monitoring grant utilization
(D) Writing confidential annual performance appraisal reports (APAR) of the school Principal

MCQGPT

117. Which of the following is NOT a statutory function of the School Management Committee (SMC) under the RTE Act 2009?
(A) Appoint regular permanent teachers and fix pay scales
(B) Monitor the overall general working and operation of the school
(C) Monitor the utilization of all grants received from the government
(D) Prepare and recommend the comprehensive annual School Development Plan

118. In the organizational structure of a Delhi Government School, who normally acts as the Member Secretary of the School Management Committee (SMC)?
(A) Local Municipal Councillor
(B) Senior Social Worker
(C) President of the local Resident Welfare Association
(D) Head of School / Principal

119. Community participation in school management primarily aims to:
(A) Shift complete financial accounting and budgetary responsibility away from government treasuries
(B) Foster local ownership, accountability, student enrollment, and school-community ties
(C) Allow external local bodies to alter national educational curriculum standards independently
(D) Eliminate formal standardized teacher recruitment examinations across public

52. Scenario: A Principal conducts structured classroom observations, meets with the teacher in a pre-observation conference to discuss specific pedagogical goals, observes the live lesson to gather quantitative and qualitative data, and holds a post-observation conference to provide constructive feedback and co-plan professional growth steps.
This systematic step-by-step approach is an example of:
(A) Corrective Supervision
(B) Creative Supervision
(C) Clinical Supervision
(D) Autocratic Inspection

53. Which type of educational supervision encourages teachers to experiment with innovative instructional practices, original teaching aids, and creative pedagogical strategies without fear of punitive action?
(A) Creative Supervision
(B) Autocratic Supervision
(C) Preventive Supervision
(D) Fault-finding Supervision

54. Democratic Supervision in school administration is characterized by:
(A) Top-down administrative enforcement of strict mandates without any prior teacher consultation
(B) Complete non-interference and administrative abdication of supervisory responsibility by the leader
(C) Sole reliance on quantitative student test scores to penalize underperforming teaching staff
(D) Collaborative decision-making, mutual respect, and shared leadership

55. What is the primary objective of 'Academic Supervision' carried out by a Head of School?
(A) To inspect and evaluate external school building structural maintenance contracts
(B) To enhance teaching-learning quality and support teachers' professional growth
(C) To audit and review annual financial expenditures and official petty cash vouchers
(D) To issue formal written disciplinary warnings to underperforming office administrative staff

56. Which of the following is an essential prerequisite for effective Academic Mentoring of novice teachers in schools?
(A) Maintaining strict institutional secrecy about pedagogical expectations and evaluation criteria
(B) Assigning maximum daily substitution proxy periods to newly recruited classroom teachers
(C) Building a trusting relationship based on developmental feedback and modeling
(D) Conducting public criticism of individual teaching failures during formal general staff meetings

57. In the context of peer mentoring among teachers, what does "Peer Coaching" involve?
(A) Evaluation of classroom teachers by external private monitoring companies to determine annual institution retention
(B) Direct administrative inspection of junior teaching staff by senior non-teaching office clerical staff
(C) Grading teachers on a strict numerical evaluation scale to sanction or deny annual financial salary increments
(D) Teachers working collaboratively to reflect on practice, build skills, and conduct reciprocal observations

58. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Traditional inspection methodologies often induce anxiety and resistance among school staff.
Reason (R): Traditional inspection focused primarily on evaluative judgment, regulatory compliance, and fault-finding rather than professional support.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

59. Which phase of Clinical Supervision involves analyzing classroom data collected during teaching observation before meeting the teacher?
(A) Pre-observation dialogue conference
(B) Data analysis phase
(C) Live classroom observation stage
(D) Post-observation feedback conference

Click Here to Buy book on Flipkart

128. What is the main administrative goal of 'School Mapping' in educational planning?
(A) Creating decorative geographic maps and cartographic diagrams for geography classrooms
(B) Mapping official teacher seating arrangements and office workstation allocations in staff rooms
(C) Identifying school spatial distribution to ensure equitable access in underserved areas
(D) Designing physical site layout plans and architectural blueprints for school playgrounds

129. What is 'Micro-Planning' in the context of decentralized educational management?
(A) Educational planning conducted exclusively at the central national ministry administrative level
(B) Grassroots planning at local village or school levels to address specific needs
(C) Planning institutional financial expenditures under specialized micro-currency fiscal units
(D) Short 5-minute daily instructional lesson planning conducted individually by classroom teachers

130. Scenario: A Principal notices that student attendance drops significantly during seasonal agricultural harvest weeks in a rural sub-urban cluster under GNCTD jurisdiction. To address this, the Principal convenes the SMC, local village elders, and teachers to adjust school instructional timing and design remedial support modules tailored for affected children.
This proactive localized problem-solving is an example of:
(A) Top-down Centralized Macro-Planning
(B) Autocratic Directive School Administration
(C) Bureaucratic Compliance Management System
(D) Participatory Micro-Planning

131. In management, the 'Principle of Scalar Chain' formulated by Fayol refers to:
(A) The formal chain of line authority from top administration to the lowest rank
(B) The physical architectural hierarchy of building heights across an organizational campus
(C) The scalar ladder of salary pay matrices established across all government departments
(D) The sequential progression of academic student grades from Class 1 up to Class 12

132. Under Fayol's principles, a temporary direct cross-bridge communication link across organizational silos bypassing formal scalar channels during emergencies is called:
(A) Cross-over Bridge
(B) Matrix Channel
(C) Gang Plank
(D) Direct Bypass Line

133. Which administrative principle requires that authority assigned to a school officer must match the responsibility entrusted to them?
(A) Parity of Authority and Responsibility
(B) Principle of Organizational Unity of Direction
(C) Principle of Administrative Centralization
(D) Principle of Managerial Esprit de Corps

134. What does the term 'Esprit de Corps' mean in school leadership management?
(A) Encouraging individual competition among classroom teachers for career promotion
(B) Maintaining strict written administrative correspondence for all institutional actions
(C) Enforcing military-like physical discipline and behavioral rules among all students
(D) Promoting team spirit and harmony among organizational members

135. In Likert's Management Systems Model, System 4 represents which style of organizational leadership?
(A) Exploitative Authoritative
(B) Participative Group
(C) Benevolent Authoritative
(D) Consultative

136. Consider the following statements regarding Likert's Management Systems:
I. System 1 (Exploitative Authoritative) relies on fear, threats, and top-down communication.
II. System 2 (Benevolent Authoritative) uses rewards and condescending trust.
III. System 3 (Consultative) involves substantial but incomplete trust and consultative dialogue.
IV. System 4 (Participative Group) involves full trust, shared decision-making, and high productivity.
Which of the statements given above are correct?
(A) I and II only

Downloaded from www.pdf.tube

51. (A) Preventive Supervision
Preventive Supervision anticipates potential instructional errors, procedural delays, and operational difficulties before they manifest in classroom settings. Administrators implement protective measures, structured guidelines, and proactive mentoring to mitigate potential difficulties. By addressing challenges pre-emptively, preventive supervision maintains smooth instructional delivery, reduces professional stress, and minimizes classroom management problems.

52. (C) Clinical Supervision
Clinical Supervision is a structured, collaborative supervisory approach designed to enhance instructional performance through direct observation. It follows a systematic cycle comprising a pre-observation conference, live classroom observation and data collection, objective data analysis, and a post-observation feedback conference. This cycle encourages self-reflection, collaborative problem-solving, and continuous professional growth.

53. (A) Creative Supervision
Creative Supervision encourages educators to experiment with innovative teaching methods, original instructional materials, and non-traditional pedagogical strategies. It fosters an environment of professional trust where teachers can innovate without fear of punitive outcomes. By supporting creative experimentation, this supervisory approach promotes flexible teaching practices and elevates student classroom engagement.

54. (D) Collaborative decision-making, mutual respect, and shared leadership
Democratic Supervision is characterized by shared leadership, professional equality, mutual respect, and collaborative decision-making between administrators and teachers. Rather than imposing autocratic mandates, supervisors consult staff, value professional input, and foster supportive dialogues. This participative approach builds trust, elevates teacher morale, and creates a positive institutional climate conducive to professional growth.

55. (B) To enhance teaching-learning quality and support teachers' professional growth
The primary objective of Academic Supervision is to continuous enhance teaching quality and support the professional growth of educators. School leaders focus on instructional strategies, classroom management, and curriculum implementation. By providing constructive feedback, mentoring, and professional development opportunities, academic supervision helps teachers refine pedagogical practices, directly improving student learning outcomes.

56. (C) Building a trusting relationship based on developmental feedback and modeling
Effective academic mentoring of novice teachers relies on establishing a trusting, non-judgmental relationship between mentor and mentee. Mentors support new educators by providing constructive developmental feedback, modeling effective instructional techniques, and offering emotional encouragement. A supportive mentoring environment builds teaching confidence, accelerates professional competence, and helps retain qualified educators within the profession.

57. (D) Teachers working collaboratively to reflect on practice, build skills, and conduct reciprocal observations
Peer Coaching is a collaborative professional development strategy where teachers work as equal partners to refine their instructional practice. It involves reciprocal classroom observations, constructive discussions, and shared reflection on pedagogical methods. By engaging in collaborative peer feedback, educators build instructional skills, experiment with new techniques, and foster professional learning communities.

58. (A) Both A and R are true and R is the correct explanation of A
Traditional inspection methods often induce anxiety among school staff because they rely on evaluative judgments, rigid regulatory compliance, and top-down fault-finding. When administrative visits focus primarily on penalizing shortcomings rather than providing constructive professional guidance, teachers feel threatened, leading to anxiety, defensiveness, and resistance toward external supervisory processes.

59. (B) Data analysis phase
The data analysis phase in Clinical Supervision occurs after live classroom observation and prior to conducting the post-observation conference. During this stage, the supervisor systematically

MCQGPT

forces are completely eliminated simultaneously
(D) Formal managerial administrative authority is completely surrendered to frontline staff

146. Which term describes the collaborative process where experienced teachers observe each other's classes, analyze instructional strategies, and provide non-evaluative feedback to foster professional growth?
(A) Formal Statutory School Inspection
(B) Administrative Financial Auditing
(C) Probationary Performance Assessment
(D) Peer Coaching

147. Scenario: A Principal notices that teacher attendance at optional professional development workshops is low. The Principal introduces a system where teachers who complete workshops earn digital professional badges and opportunities to present innovations at state-level symposiums. Attendance increases significantly.
According to motivation theories, the Principal successfully manipulated:
(A) Extrinsic and intrinsic reward structures
(B) Biological physiological primary drives
(C) Coercive administrative authority and power
(D) Work hygiene factors exclusively

148. Which management concept emphasizes that there is "no single best way" to lead an organization, and that optimal administrative action depends on internal and external context variables?
(A) Classical Universalist Management Theory
(B) Scientific Management Process Approach
(C) Contingency Approach
(D) Bureaucratic Legalism Administrative Model

149. What is the fundamental purpose of maintaining an 'Acquittance Roll' in government school administration?
(A) To serve as official financial evidence of salary payments
(B) To record individual student cumulative academic examination marks and term results
(C) To log all daily visitor and guest entries at the main school security entrance gate
(D) To register and manage daily library book borrowings and returns by students

150. In modern educational management, the shift from 'Traditional Educational Administration' to 'Transformational Educational Leadership' is best reflected by a move from:
(A) Visionary supportive leadership toward rigid transactional administrative rule enforcement systems
(B) Democratic participative decision-making toward autocratic top-down structural centralization
(C) Human resource development and empowerment toward exclusive financial accounting controls
(D) Maintenance control toward developmental, shared vision, and continuous quality improvement

****

Click Here to Buy book on Amazon

16. (C) Long-term structural reforms, infrastructure, and policy goals
Long-term educational planning focuses on multi-year strategic objectives, structural reforms, capital infrastructure development, and policy frameworks. While short-term institutional planning addresses immediate operational tasks, seasonal academic schedules, and annual routines, long-term planning projects future demographic shifts, aligns institutional vision with broader national goals, and ensures sustained institutional growth over extended periods.

17. (B) Cost-Benefit / Rate of Return Approach
The Cost-Benefit or Rate of Return Approach in educational planning treats education as an economic investment. It quantifies the direct and indirect financial costs of educational programs and compares them against calculated economic returns, such as increased lifetime earnings and tax productivity. Planners use this quantitative economic framework to determine the financial efficiency of resource allocation across educational sectors.

18. (A) II, IV, V, I, III
Formulating an institutional plan follows a logical chronological order starting with identifying needs and problem areas. Next, administrators survey existing resources to determine institutional capabilities, followed by formulating concrete action plans. The plan is then executed through structured operational tasks, and finally, the results undergo comprehensive appraisal and evaluation to measure progress and guide future cycles.

19. (A) I, II, and IV only
Effective institutional planning is realistic, flexible, and grounded in local context while maximizing available internal resources and manpower. It encourages creative problem-solving and adapts to evolving requirements through periodic evaluations. Relying exclusively on external funding while rejecting local assets renders a plan fragile and unsustainable, undermining self-reliance and community-driven institutional growth.

20. (C) Seek satisfactory rather than optimal decisions due to cognitive limits
Herbert Simon proposed the concept of Bounded Rationality to explain that human decision-makers face cognitive limitations, incomplete information, and time constraints. Because administrators cannot process every potential alternative, they make decisions that are satisfactory and sufficient rather than theoretically optimal. This realistic model acknowledges practical operational limits inherent in complex administrative decision-making environments.

21. (A) Delphi Technique
The Delphi Technique is a structured decision-making method that gathers expert opinions through sequential rounds of anonymous questionnaires. Facilitators summarize responses after each round, allowing experts to refine their views without peer pressure or dominant personality influences. This iterative process builds consensus among geographically dispersed experts, making it highly effective for long-range planning and policy formulation.

22. (D) Autocratic style
An autocratic decision-making style is characterized by centralized authority where the leader makes decisions independently without consulting team members. The leader demands strict compliance and expects orders to be executed without questioning. While this directive approach can yield rapid decisions during immediate crises, it stifles staff initiative, suppresses creative collaboration, and lowers team morale over long periods.

23. (B) Mechanistic structure
A mechanistic organizational structure is defined by centralized decision-making, rigid departmentalization, strict formal rules, and narrow spans of control. Standardized operating procedures dictate daily operations, creating stable but inflexible administrative workflows. This classical bureaucratic model emphasizes predictability, efficiency, and compliance, making it effective for routine environments but less adaptable to rapid environmental changes.

24. (C) The number of subordinates directly reporting to a manager
Span of control refers to the number of subordinates who report directly to a manager or administrative supervisor. A narrow span of control involves close supervision across tall hierarchical structures, whereas a wide span of control spreads supervision across flatter

MCQGPT

8. (C) Employees should receive orders from one superior only
The principle of Unity of Command, formulated by Henri Fayol, dictates that an employee should report to and receive instructions from only one direct superior. Implementing this principle prevents conflicting directions, reduces workplace confusion, clarifies reporting channels, and strengthens personal accountability. In school administration, single-line reporting ensures operational clarity, streamlined communication, and harmonious coordination across departments.

9. (A) I and II only
Directing is an essential administrative process that involves guiding, leading, and motivating institutional staff to achieve organizational targets effectively. It functions continuously throughout the operational lifecycle of an institution. Effective direction depends heavily on clear, continuous two-way communication, active leadership, and collaborative feedback rather than relying exclusively on top-down administrative orders or authoritative mandates.

10. (A) Controlling
Controlling is the managerial function responsible for ensuring that actual performance aligns with established organizational standards and plans. It involves setting performance benchmarks, continuously monitoring operational progress, evaluating outcomes, and taking prompt corrective action when deviations occur. In school systems, controlling helps maintain instructional quality, administrative efficiency, financial accountability, and compliance with institutional standards.

11. (B) Macro-level educational management
Macro-level educational management operates at national, regional, or state levels to formulate policy, establish quality standards, and allocate national budget resources. Unlike micro-level management focused on single classroom operations, macro-level management addresses system-wide educational governance, structural equity, curriculum framework standardization, legislative policy enforcement, and overall systemic performance oversight across multiple institutional networks.

12. (B) Organizing
Preparing a structured organizational matrix to define roles and resolve duty overlaps falls under the managerial function of organizing. This process involves grouping administrative duties, establishing transparent authority lines, and structuring task relationships. By clarifying responsibilities and formal reporting pathways, administrators minimize role ambiguity, streamline task execution, eliminate operational duplication, and improve overall institutional performance.

13. (A) Its specific needs, available local resources, and scope for improvement
Institutional planning is a bottom-up managerial approach where an individual school formulates developmental objectives based on its unique requirements and available local resources. It empowers frontline educators and local stakeholders to identify specific operational challenges and design tailored solutions, promoting self-reliance, optimal resource utilization, and continuous qualitative improvement within the specific context of the institution.

14. (C) Assessing available resources and present conditions
Formulating an institutional plan begins with a thorough situation analysis, assessing present conditions and existing resources. Before setting targets or executing operational strategies, school leaders must evaluate existing infrastructure, staff capacities, financial availability, and institutional deficits. This initial assessment provides the realistic foundation required to set achievable objectives and allocate institutional resources effectively.

15. (A) Both A and R are true and R is the correct explanation of A
Institutional planning fosters democratic decentralization because it shifts decision-making authority from distant centralized authorities to local school units. By actively involving teachers, parents, students, and community members in planning, the process ensures that institutional goals reflect shared local needs. Broad stakeholder participation drives meaningful decentralization, fostering strong collective ownership and local administrative accountability.

Downloaded from www.pdf.tube

management framework. Organizations Plan by setting objectives, Do by implementing processes, Check by monitoring and measuring results against targets, and Act by adopting corrective actions to refine procedures continuously. This systematic cycle fosters ongoing institutional improvement and operational excellence.

34. (D) W. E. Deming
W. Edwards Deming is recognized as the pioneer of Total Quality Management (TQM). He introduced statistical quality control methods and formulated the 14 Points for Management to guide organizational transformation. Deming emphasized continuous process improvement, systematic defect prevention, employee empowerment, and systemic leadership accountability, transforming quality control practices across administrative and industrial sectors globally.

35. (A) Proactive systems designed to continuously maintain and improve standards
Quality Assurance in educational management involves establishing proactive systems, standardized procedures, and ongoing evaluation mechanisms designed to maintain and elevate instructional standards consistently. Rather than reacting to failures after they occur, Quality Assurance focuses on preventing operational errors, refining institutional processes, providing ongoing support, and ensuring that all academic operations meet predefined quality benchmarks.

36. (C) Strengths and Weaknesses
In SWOT analysis, Strengths and Weaknesses represent internal operational factors controllable by the institution, such as faculty expertise, teaching facilities, administrative efficiency, or resource constraints. Opportunities and Threats represent external environmental factors, such as changing government policies, demographic shifts, or technological advances, which lie outside the immediate operational control of the educational institution.

37. (A) External Opportunity
A government policy providing external funding, digital interactive boards, and high-speed internet infrastructure represents an External Opportunity in SWOT analysis. This external developments arises from the policy environment outside the institution's control but offers valuable possibilities for the school to enhance instructional technology, modernize infrastructure, and improve overall student learning environments significantly.

38. (D) Ishikawa Model
The Ishikawa Model, also called the Cause-and-Effect or Fishbone Diagram, is a graphical quality management tool designed to identify, categorize, and analyze the potential root causes of a specific operational problem. By organizing potential causes into distinct categories such as methods, materials, and equipment, administrators can systematically diagnose underlying issues.

39. (B) Ishikawa Analysis
Convening staff to systematically map contributing causes of an academic problem under defined categories utilizes Ishikawa Analysis. By visualizing root causes across pedagogy, resources, attendance, and assessment, educators isolate underlying factors affecting performance rather than treating symptoms. This structured diagnostic tool enables data-driven problem-solving and targeted institutional interventions.

40. (C) 80% of operational problems stem from 20% of key vital causes
The Pareto Principle, or the 80/20 Rule, asserts that approximately 80% of observed outcomes or operational problems originate from 20% of vital underlying causes. In educational management, applying this principle allows administrators to identify and address the critical minority of root causes, thereby resolving the majority of organizational inefficiencies and performance bottlenecks effectively.

41. (D) Measuring performance metrics against leading peer institutions to adopt best practices
Benchmarking is a strategic management process that involves measuring an institution's processes, performance metrics, and outcomes against industry standards or leading peer institutions. By conducting systematic comparative evaluations, educational leaders identify performance gaps, adopt proven best practices, and implement continuous improvement strategies to elevate institutional quality and administrative standards.

42. (A) Both A and R are true and R is the correct explanation of A
Maintaining precise school records is a foundational managerial function because

MCQGPT

organizational hierarchies. Determining the appropriate span depends on task complexity, staff competence, and managerial capacity.

25. (D) Delegation of authority while retaining ultimate accountability
Delegating operational duties transfers authority to subordinates for executing specific tasks, but the delegating manager retains final accountability for outcomes and compliance. Managers empower staff members to manage daily operations while maintaining overall responsibility. This fundamental principle ensures that while administrative workload is distributed efficiently, executive accountability remains centralized at the leadership level.

26. (A) Delegation transfers final accountability completely away from top managers.
Delegation involves granting authority and task responsibility to subordinates to streamline workflows and foster professional growth. However, top administrators cannot transfer ultimate accountability away from themselves. While operational execution is assigned to team members, the primary leader remains fully accountable to higher authorities and stakeholders for all final outcomes, organizational compliance, and overall performance standards.

27. (B) Line officials have direct authority; staff officials provide advisory services.
In a Line and Staff organizational structure, line officials hold direct scalar authority to make decisions, issue command directives, and manage primary organizational operations. Conversely, staff officials provide specialized advisory services, technical assistance, research insights, and expert support to assist line administrators without exercising direct authority or command power over operational line personnel.

28. (A) Both A and R are true and R is the correct explanation of A
Over-centralization restricts decision-making authority exclusively to top administrative tiers, depriving frontline teachers of professional autonomy. When educators cannot make operational adjustments, their creative initiative and enthusiasm decline. Because centralization concentrates control at the top, frontline staff feel disempowered, confirming that rigid top-down management directly stifles instructional innovation and professional initiative in schools.

29. (A) Principle of Functional Definition
The Principle of Functional Definition states that every organizational position must have clearly specified duties, operational relationships, authority limits, and functional responsibilities. Defining task boundaries eliminates role ambiguity, prevents duplicate efforts, and clarifies reporting expectations. Clear functional definitions help staff understand their specific operational obligations, fostering accountability and smooth administrative functioning across departments.

30. (C) To balance staff, classroom, and subject allocation without schedule clashes
A Master Time-Table serves as the central operational schedule of a school, coordinating instructional periods, teacher allocations, subject sequences, and classroom spaces. Its primary administrative purpose is to optimize resource utilization while preventing scheduling conflicts. Proper time-table construction ensures balanced teacher workloads, avoids cognitive fatigue for students, and maintains smooth daily academic functioning.

31. (D) Teacher's Personal Time-Table
A Teacher's Personal Time-Table outlines the individual weekly schedule for an educator, specifying assigned subject classes, room locations, non-teaching preparation periods, and substitution duties. This individualized administrative schedule helps teachers manage their time effectively, prepare for lessons, fulfill assigned institutional duties, and maintain punctual attendance across all daily academic commitments.

32. (A) I and II only
Constructing an effective school time-table requires balancing pedagogical priorities with physical facility constraints. Subject difficulty and student cognitive fatigue dictate placing demanding subjects during early periods. Additionally, scheduling must accommodate specialized physical facilities such as science laboratories, computer rooms, and sports grounds. Personal preferences of individual staff members should not override sound pedagogical considerations.

33. (B) Plan, Do, Check, Act
The PDCA cycle stands for Plan, Do, Check, Act, representing a continuous four-step quality

Click Here to Buy book on Flipkart

(B) III and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

137. Which of the following is an example of 'Downward Communication' in school administration?
(A) A classroom teacher submitting a formal leave application directly to the Principal
(B) Two senior TGT science teachers discussing laboratory equipment procurement procedures
(C) An SMC parent representative giving verbal constructive feedback to the Vice-Principal
(D) A Principal issuing updated exam guidelines to teachers

138. In educational management, what is the 'Johari Window' model primarily used for?
(A) Enhancing self-awareness and interpersonal communication in teams
(B) Calculating financial accounting depreciation of long-term physical capital assets
(C) Mapping and evaluating external educational policy threats in the environment
(D) Designing and scheduling instructional time-table periods for computer science

139. In the Johari Window model, the quadrant that represents information known to oneself but hidden from others is called the:
(A) Open / Arena Region
(B) Hidden Region
(C) Blind Spot Region
(D) Unknown Region

140. What is the fundamental premise of 'Path-Goal Theory' of leadership developed by Robert House?
(A) Leaders must possess fixed inherent physical and psychological traits to be effective
(B) Leaders clarify paths and remove obstacles to help subordinates achieve goals
(C) Leaders should adopt a laissez-faire approach and remain non-interfering at all times
(D) Follower competence and maturity determine administrative leader survival exclusively

141. According to Robert House's Path-Goal Theory, which leadership style gives explicit guidance, sets performance standards, and schedules work tasks for subordinates?
(A) Directive Leadership
(B) Supportive Leadership
(C) Participative Leadership
(D) Achievement-Oriented Leadership

142. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Supportive leadership in Path-Goal Theory is most effective when subordinates are performing tedious, stressful, or repetitive tasks.
Reason (R): Supportive leadership provides emotional support, consideration, and a friendly climate, which counterbalances task stress.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

143. Which of the following is an intrinsic motivation factor for teachers in school organizations?
(A) Annual financial bonus and monetary performance compensation
(B) Provision of administrative official vehicle transportation services
(C) Provision of standardized administrative office rank badges and titles
(D) Professional autonomy, personal growth, and student success

144. What is the main objective of 'Force Field Analysis' developed by Kurt Lewin in change management?
(A) To calculate total electrical power and energy consumption requirements for school buildings
(B) To rank and categorize individual students based on standardized physical fitness parameters
(C) To analyze driving and restraining forces regarding organizational change
(D) To audit quarterly financial accounting cash flows and official institutional disbursements

145. In Force Field Analysis, organizational change occurs when:
(A) Restraining forces significantly exceed driving forces within the organizational context
(B) Driving forces are strengthened or restraining forces reduced to shift equilibrium
(C) Both driving and restraining environmental

MCQGPT

comprehensive records document institutional operations, financial expenditures, and student progress over time. These records ensure compliance with statutory regulations, verify administrative integrity, and provide historical baseline data. Accurate documentation equips school leaders to make informed, evidence-based decisions during strategic institutional planning.

43. (B) Admission and Withdrawal Register
The Admission and Withdrawal Register is a vital permanent legal document maintained by educational institutions. It records historical records of every enrolled pupil, including unique admission numbers, demographic information, entry dates, withdrawal details, and official academic progression records. Due to its permanent legal nature, this register is preserved indefinitely to verify past student enrollments.

44. (B) Employee career history, postings, leaves, promotions, and pay fixations
A Service Book is an official administrative document maintained for every government employee. It serves as a comprehensive history tracking career events, including official appointment details, postings, leave records, annual performance evaluations, promotional updates, and pay fixations. Maintaining accurate Service Books ensures transparent personnel administration, accurate pension computations, and verification of service benefits.

45. (A) Fixed Asset Stock Register
The Fixed Asset Stock Register is an official accounting register maintained to track durable capital assets, long-lasting physical equipment, school furniture, and machinery acquired through institutional funds. Recording item specifications, purchase dates, monetary value, and location details ensures accountability, prevents asset misplacement, and facilitates periodic physical verification mandated by financial rules.

46. (C) Consumable registers track items used up (e.g., chalk); Non-Consumable track durable assets (e.g., computers).
The core distinction between Consumable and Non-Consumable stock registers lies in the nature and durability of the cataloged goods. Consumable registers track items that are used up through routine operations, such as chalk, paper, and cleaning supplies. Non-Consumable stock registers track durable physical capital assets, such as computers, furniture, and laboratory apparatus.

47. (D) To record daily monetary transactions, receipts, and disbursements
The Cash Book is a primary financial ledger maintained in government schools to document every daily monetary transaction. It records all incoming funds, government grants, student fees, and official disbursements alongside supporting voucher references. Regular maintenance and daily reconciliation of the Cash Book ensure financial transparency, prevent monetary irregularities, and maintain statutory financial compliance.

MCQGPT

48. (A) I, II, and III only
Proper record management requires annual verification of Service Books and mandatory yearly physical inventory checks of stock registers. Additionally, Cumulative Record Cards track comprehensive student growth across cognitive and socio-emotional domains. Modifying attendance registers retroactively without official authorization violates legal compliance standards and undermines administrative integrity.

49. (B) Inspection focuses on regulatory fault-finding, while supervision emphasizes guidance and collaborative improvement.
Educational inspection historically focuses on regulatory monitoring, administrative compliance, and identifying operational deficits through top-down evaluative oversight. In contrast, educational supervision emphasizes professional guidance, collaborative mentorship, and continuous pedagogical growth. While inspection assesses conformity to external standards, supervision nurtures internal instructional improvements through supportive, formative feedback.

50. (D) Corrective Supervision
Corrective Supervision focuses on identifying operational errors, teaching deficiencies, and procedural bottlenecks after they occur, applying prompt interventions to rectify identified faults. While it restores basic compliance standards, relying solely on corrective supervision can generate staff anxiety. Combining corrective measures with supportive, formative supervision helps foster long-term professional development.

ANSWERS

1. (B) Luther Gulick and Lyndall Urwick
Luther Gulick and Lyndall Urwick coined the acronym POSDCORB in 1937 to synthesize key functions of management. The acronym represents Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. Their functional framework remains a foundational concept in public administration and management theory, offering a structured operational approach for executives in complex organizations.

2. (D) Coordinating
In the classic administrative framework POSDCORB, the letters CO represent the function of Coordinating. This critical managerial function involves interrelating and synchronizing various operational divisions, departments, and activities within an organization. Effective coordination prevents functional overlap, ensures harmonious collaboration among team members, and aligns individual departmental efforts with overall organizational objectives.

3. (A) Organizing
Organizing is the core managerial function that establishes the formal authority framework within an institution. It entails systematically defining roles, grouping task subdivisions, allocating duties, and arranging structural reporting lines. Through organizing, educational administrators convert broad institutional plans into coordinated work assignments, ensuring that physical, human, and material resources are deployed efficiently to accomplish organizational objectives.

4. (C) Focuses primarily on human development and non-tangible qualitative outcomes
Educational management differs fundamentally from commercial or industrial administration because its primary objective centers on human personality development and qualitative growth. While business enterprises prioritize tangible product manufacturing, economic output, and financial profits, educational institutions focus on nurturing cognitive abilities, ethical values, and socio-emotional competencies, requiring holistic, humanistic, and student-centered administrative approaches rather than transactional methods.

5. (A) Both A and R are true and R is the correct explanation of A
Educational administration necessitates balancing administrative efficiency with humanistic empathy because the central purpose of schooling is developing human personalities. Unlike corporate settings producing standardized goods, academic institutions deal with dynamic human learners. Recognizing that qualitative human growth requires supportive and empathetic environments directly validates why administrative systems must adopt compassionate, flexible, and person-centered managerial practices.

6. (D) Teacher recruitment, orientation, and continuous development
Staffing in school administration encompasses human resource functions aimed at maintaining a competent teaching and administrative team. It includes identifying personnel needs, recruiting qualified educators, conducting systematic orientation for new hires, and facilitating ongoing professional development. Through effective staffing, school leadership maintains optimal instructional standards, fosters professional growth, and ensures that institutional positions are occupied by qualified personnel.

7. (B) Technical, Human, and Conceptual
Educational management operates across technical, human, and conceptual dimensions. Technical skills involve mastering specific operational procedures, instructional methodologies, and administrative tasks. Human skills encompass interpersonal communication, team motivation, and relationship management among diverse stakeholders. Conceptual skills involve strategic thinking, understanding institutional systemic relationships, and aligning daily operational activities with overarching long-term educational policies and goals.

Downloaded from www.pdf.tube

reviews observational notes, tally sheets, and instructional evidence collected during class. Analyzing this empirical data allows the supervisor to identify teaching patterns and structure meaningful, objective feedback.

60. (B) Teachers of equal status supporting each other through mutual feedback and reflection
Peer Supervision involves colleagues of equal status collaborating to enhance instructional practice through mutual feedback, shared reflection, and peer observation. Unlike traditional hierarchical inspection, peer supervision operates horizontally without administrative evaluation. This collegial environment fosters open dialogue, reduces instructional isolation, and encourages continuous professional learning among teaching professionals.

61. (D) I, II, and III
Clinical supervision comprises a structured, three-phase cycle aimed at improving pedagogical practice. It begins with a pre-observation dialogue to establish clear focus areas, followed by systematic, objective data collection during live classroom teaching. The process concludes with a constructive post-observation conference where supervisor and teacher analyze collected data to guide professional growth.

62. (C) Leaders possess inherent personal traits that distinguish them from non-leaders
The Trait Theory of leadership posits that effective leaders possess distinct inherent qualities, personality traits, and personal characteristics that distinguish them from non-leaders. Historically focusing on innate attributes like intelligence, self-confidence, determination, and sociability, this approach suggests leadership capabilities are largely biological or early-formed traits rather than skills developed through training.

63. (D) Ohio State Leadership Studies
The Ohio State Leadership Studies identified two foundational dimensions of leadership behavior: Initiating Structure and Consideration. Initiating Structure refers to the degree to which a leader defines roles, establishes formal communication channels, and organizes work tasks. Consideration describes the extent to which a leader fosters mutual trust, respects subordinates' ideas, and demonstrates supportive interpersonal concern.

64. (C) Task Management Style (9,1)
On the Blake and Mouton Managerial Grid, a Task Management Style (9,1) demonstrates high concern for production and task completion paired with low concern for people. Leaders using this style prioritize operational efficiency, strict discipline, and goal achievement through authoritative control, treating human needs as secondary to institutional productivity standards.

65. (B) Situational Leadership
Situational Leadership Theory asserts that there is no single best leadership approach; effective leaders adapt their management style based on environmental demands and follower readiness. Transitioning from directive management during administrative crises to collaborative delegation during stable operational periods illustrates adaptive situational leadership tailored to changing contextual conditions.

66. (D) Least Preferred Coworker (LPC) Scale
Fred Fiedler developed the Least Preferred Coworker (LPC) scale to measure a leader's underlying motivational orientation. Leaders evaluating their least preferred coworker favorably score high on the LPC scale, indicating a relationship-oriented leadership style. Conversely, low LPC scores reflect a task-oriented orientation, focusing primarily on goal achievement and structural control.

67. (A) Leader's Age and Tenure
According to Fiedler's Contingency Model, situational favorableness is determined by three key variables: Leader-Member Relations, Task Structure, and Position Power. Leader-Member Relations measures mutual trust and confidence, Task Structure evaluates role clarity, and Position Power assesses formal authority. A leader's biological age and organizational tenure are not variables in Fiedler's model.

68. (C) Follower readiness level (competence and commitment)
Hersey and Blanchard's Situational Leadership Theory asserts that leaders must match their behavioral style with the readiness level of their followers. Follower readiness is evaluated by combining professional competence and motivational commitment. As subordinates progress in skill and confidence, leaders adapt

MCQGPT

141. (A) Directive Leadership
Under Robert House's Path-Goal Theory, Directive Leadership involves setting clear performance standards, giving explicit instructions, scheduling work tasks, and enforcing operational rules. This style provides structural clarity, making it effective when subordinates face ambiguous, complex, or unstructured tasks that require clear guidance to achieve goals.

142. (A) Both A and R are true and R is the correct explanation of A
Supportive leadership in Path-Goal Theory is effective for stressful or repetitive tasks because it offers emotional support, consideration, and a friendly work environment. Fostering a supportive climate buffers workplace stress and reduces frustration. Supportive leadership balances task demands, sustaining worker motivation and well-being during tedious operational routines.

143. (D) Professional autonomy, personal growth, and student success
Intrinsic motivation for educators stems from internal psychological rewards, such as professional autonomy, personal development, mastery of instructional practices, and witnessing student success. Unlike extrinsic rewards like salary or material perks, intrinsic factors satisfy higher-order psychological needs, driving sustained commitment, teaching enthusiasm, and professional satisfaction.

144. (C) To analyze driving and restraining forces regarding organizational change
Kurt Lewin's Force Field Analysis is a diagnostic tool used in change management to analyze forces influencing organizational change. It evaluates driving forces that push toward change against restraining forces that maintain the status quo. Administrators use this model to formulate strategies that strengthen drivers and minimize restraints, enabling organizational transitions.

145. (B) Driving forces are strengthened or restraining forces reduced to shift equilibrium
According to Kurt Lewin's Force Field Analysis, organizational change occurs when the equilibrium between opposing forces is altered. Successful change requires strengthening driving forces, reducing restraining forces, or combining both approaches. Shifting this force balance overcomes status-quo inertia, allowing organizations to transition toward desired performance levels.

146. (D) Peer Coaching
Peer Coaching is a non-evaluative professional development process where colleagues observe each other's teaching, analyze pedagogical strategies, and engage in reflective feedback. Built on professional equality, peer coaching encourages skill acquisition, collaborative problem-solving, and continuous instructional refinement within a supportive learning community.

147. (A) Extrinsic and intrinsic reward structures
Offering digital credentials alongside professional recognition leverages both extrinsic and intrinsic motivators. Digital badges provide external validation, while presentation opportunities fulfill intrinsic desires for professional growth, recognition, and self-actualization. Blending extrinsic incentives with intrinsic rewards effectively drives engagement and participation in professional development programs.

148. (C) Contingency Approach
The Contingency Approach asserts that there is no single best management framework for organizing or leading institutions. Optimal administrative action depends on internal and external situational variables. Leaders must analyze contextual conditions, task structures, and team capabilities, adapting administrative strategies to fit specific organizational needs.

149. (A) To serve as official financial evidence of salary payments
An Acquittance Roll is a formal accounting register maintained in government institutions to document salary disbursements and financial allowances paid to employees. Containing staff signatures or official receipts, it serves as legal financial proof of payment, ensuring accounting transparency, regulatory compliance, and proper audit documentation.

150. (D) Maintenance control toward developmental, shared vision, and continuous quality improvement
Modern educational management shifts focus from traditional administration centered on routine maintenance and top-down control toward transformational educational leadership. This approach emphasizes shared vision, continuous quality improvement, collaborative

Click Here to Buy book on Amazon

MCQGPT

77. (A) Successful leaders gain compliance via position power; effective leaders build commitment via influence.
Hersey and Blanchard distinguish between a successful leader and an effective leader based on follower engagement. A successful leader achieves short-term compliance by leveraging formal authority, positional power, and external rewards. Conversely, an effective leader inspires long-term commitment, intrinsic motivation, and job satisfaction through personal influence, trust, and alignment with organizational goals.

78. (B) II and IV only
True leadership effectiveness is demonstrated when subordinates exhibit high intrinsic commitment, internal work satisfaction, and organizational ownership, maintaining high performance standards even during the leader's absence. Mere transactional compliance driven by continuous monitoring reflects positional authority, whereas sustained productivity and shared commitment reflect genuine, effective leadership.

79. (D) Successful but ineffective
A school Principal who secures short-term task compliance through administrative threats demonstrates successful but ineffective leadership. While positional authority enforces rule compliance, relying on coercive measures damages teacher morale and instructional quality. Gaining compliance without building internal commitment reflects successful short-term control alongside long-term leadership ineffectiveness.

80. (C) Actively monitors deviations and intervenes when rules are breached
Active Management by Exception is a transactional leadership practice where the supervisor continuously monitors employee performance, workflows, and operational rule compliance. The leader intervenes with corrective measures as soon as deviations or procedural errors occur. This approach focuses on maintaining established standards, enforcing rule compliance, and correcting operational errors pre-emptively.

81. (B) Social / Belonging needs
According to Abraham Maslow's Hierarchy of Needs, once lower-level physiological and safety needs are met, individuals seek to fulfill Social and Belonging needs. These encompass interpersonal relationships, affection, acceptance, team inclusion, and meaningful workplace connections. Meeting social needs creates a supportive social environment necessary before addressing higher-level esteem and self-actualization needs.

82. (D) Achievement, recognition, and responsibility
In Frederick Herzberg's Two-Factor Theory, intrinsic Motivators include achievement, professional recognition, meaningful work, increased responsibility, and personal advancement. These intrinsic factors directly drive job satisfaction, workplace enthusiasm, and personal dedication. Unlike extrinsic hygiene factors that prevent dissatisfaction, motivators inspire employees to achieve higher performance levels.

83. (A) Prevent job dissatisfaction without creating positive motivation
Herzberg's Two-Factor Theory posits that Hygiene Factors—such as basic salary, working conditions, job security, and administrative policies—are extrinsic elements that maintain basic employee comfort. Providing adequate hygiene factors prevents workplace dissatisfaction but does not generate positive intrinsic motivation. Real motivation requires intrinsic motivators like recognition, responsibility, and professional growth.

84. (C) Herzberg's Two-Factor Theory
Herzberg's Two-Factor Theory explains why improving working conditions and timely pay eliminates employee dissatisfaction without necessarily boosting motivation. Basic physical comforts act as hygiene factors; their presence removes discontent but does not inspire instructional effort. To drive teaching enthusiasm, leaders must offer intrinsic motivators such as professional recognition and autonomy.

85. (A) Dislikes work, avoids responsibility, and requires close control and supervision
Douglas McGregor's Theory X assumes that the average worker inherently dislikes work, lacks ambition, avoids responsibility, and prefers explicit direction. Consequently, Theory X management relies on centralized authority, close supervision, tight operational controls, and coercive measures to ensure organizational compliance and task completion across operational units.

their style along a continuum from directing to coaching, supporting, and delegating.

69. (A) Supporting (S3)
Under the Hersey and Blanchard Situational Leadership Model, followers at maturity level M3 possess high job competence but exhibit low confidence or variable commitment. The appropriate leadership response is a Supporting (S3) style, characterized by low task-directed guidance and high relationship-building support, facilitating shared decision-making to build follower confidence.

70. (D) Exchange relationships involving rewards, compliance, and contingent reinforcement
Transactional leadership operates on exchange relationships between leaders and subordinates. It relies on formal authority, clear task expectations, contingent rewards, and corrective discipline to secure compliance. Leaders incentivize target achievement while penalizing rule deviations, focusing on maintaining operational stability and procedural compliance rather than transforming institutional culture or inspiring visionary growth.

71. (B) System Inspection
Transformational Leadership is conceptualized around four core components, known as the "Four Is": Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. These dimensions focus on ethical role modeling, visionary inspiration, encouraging creative problem-solving, and offering individualized support. System Inspection is a traditional control function, not a component of transformational leadership.

72. (C) Individual Support
Individualized Support, or Individualized Consideration, in Transformational Leadership involves leaders paying personalized attention to each follower's growth needs. Acting as mentors or coaches, leaders listen empathetically, delegate developmental tasks, and provide tailored encouragement. This individualized attention empowers subordinates, fosters personal self-efficacy, and accelerates professional advancement across the organization.

73. (A) Both A and R are true and R is the correct explanation of A
Transformational leadership drives sustainable school improvement because it inspires followers to align personal efforts with the collective institutional vision. By fostering high ethical standards, intellectual growth, and shared values, transformational leaders motivate teachers to exceed basic duty requirements. This commitment transforms school culture, directly proving why transformational practices effectively drive institutional growth.

74. (A) Managing curriculum, instructional quality, and student learning outcomes
Instructional Leadership focuses primarily on the school leader's direct engagement with teaching and learning activities. Key responsibilities include defining clear academic goals, managing curriculum delivery, evaluating classroom instruction, and promoting a supportive academic environment. Instructional leaders prioritize pedagogical quality and student achievement above routine non-instructional administrative management duties.

75. (B) Shared and stretched across multiple individuals and teams throughout the school
Distributed Leadership views leadership as an organizational entity stretched across formal and informal leaders rather than centralized in a single executive position. It decouples leadership from positional authority, empowering teachers, team leaders, and administrative committees to take initiative. This collaborative model distributes decision-making, leverages collective expertise, and enhances organizational adaptability.

76. (B) Relationship-oriented
In Fred Fiedler's Contingency Theory, high-LPC (Least Preferred Coworker) leaders are primarily relationship-oriented. They seek positive interpersonal relationships, prioritize group harmony, and derive satisfaction from supportive team interactions. High-LPC leaders perform effectively in situations of moderate control, whereas low-LPC leaders, who are task-oriented, excel in highly favorable or highly unfavorable conditions.

Downloaded from www.pdf.tube

When senders and receivers attach different meanings to words or administrative instructions, message distortion occurs. Overcoming semantic barriers requires using clear language, defining specialized terminology, and encouraging active feedback to ensure shared understanding.

96. (C) Competing
According to the Thomas-Kilmann Conflict Mode Instrument, a Competing style reflects high assertiveness and low cooperativeness. Individuals utilizing this approach pursue their own concerns at the expense of others, relying on positional power or formal authority to achieve their goals. While useful during urgent crises, constant competing can damage workplace relationships.

97. (B) High assertiveness and cooperativeness, seeking solutions that fully satisfy both parties
The Collaborating conflict resolution style on the Thomas-Kilmann model represents high assertiveness and high cooperativeness. It adopts an integrative win-win approach where conflicting parties work together to analyze underlying concerns and develop solutions satisfying both sides. Collaboration builds mutual trust, strengthens professional relationships, and resolves complex underlying organizational issues.

98. (D) Collaborating
Assisting conflicting parties to integrate needs and develop shared usage schedules demonstrates a Collaborating conflict handling style. By facilitating open dialogue and finding creative solutions that satisfy both departments, the leader addresses concerns without forcing compromises. This integrative win-win approach resolves operational conflicts while preserving positive professional relationships across staff teams.

99. (A) Unfreezing, Moving, Refreezing
Kurt Lewin's classic 3-Step Change Model comprises Unfreezing, Moving, and Refreezing. Unfreezing prepares the organization by dismantling existing mindsets and reducing resistance. Moving introduces new behaviors, structures, and processes. Refreezing stabilizes the change, embedding new operational habits into organizational norms to secure lasting structural transformation.

MCQGPT

100. (C) Breaking down mindsets, raising change awareness, and reducing resistance
The Unfreezing stage in Kurt Lewin's Change Model focuses on preparing individuals and organizations for change. It involves breaking down comfortable status-quo mindsets, demonstrating the necessity of change, and addressing underlying resistance. Unfreezing creates psychological readiness and openness, enabling smooth adoption of new operational practices during subsequent implementation stages.

101. (A) Establishing a Sense of Urgency
In John Kotter's 8-Step Change Leadership Model, the mandatory first step is Establishing a Sense of Urgency. Leaders must communicate the imperative for change, highlighting market realities, competitive threats, or institutional challenges. Building urgency overcomes complacency, mobilizes organizational stakeholders, and creates the foundational momentum required to drive transformation.

102. (D) Fear of the unknown, loss of status, and disruption of habits
Employee resistance to change in educational institutions stems primarily from psychological factors, including fear of the unknown, potential loss of status, perceived threats to job security, and disruption of comfortable habits. When change threatens established working patterns without adequate preparation, staff naturally react with anxiety and resistance.

103. (B) Involving teachers early, providing continuous training, and empathetic support
To mitigate staff resistance when introducing new educational technology, school leaders should involve teachers early in planning, offer continuous skill training, and provide empathetic support. Involving stakeholders fosters ownership, addresses anxieties, and builds technical confidence. Supportive leadership minimizes resistance, paving the way for smooth technological adoption across classrooms.

104. (C) Keeps teachers updated with evolving pedagogy, technology, and educational policies
Continuous Professional Development (CPD) is vital for educators because it updates pedagogical knowledge, instructional technologies, and evolving curriculum frameworks. As educational standards shift, ongoing professional learning

on strategic policy, instructional leadership, and institutional development. Delegating routine duties directly prevents leadership fatigue while empowering middle management across the school.

123. (B) Max Weber
German sociologist Max Weber formulated the classic Bureaucratic Model of administration. Weber conceptualized bureaucracy as an ideal administrative structure characterized by a defined hierarchy, division of labor, formal rules, written documentation, and impersonal official relationships, establishing the foundation for modern public administration theory.

124. (B) Hierarchy of authority, division of labor, formal rules, and impersonality
Max Weber's Bureaucratic Model is defined by a structured authority hierarchy, functional specialization through division of labor, standardized operational rules, and impersonal decision-making. These characteristics maintain administrative consistency, procedural fairness, and predictability, minimizing personal bias and streamlining administrative execution across complex organizational structures.

125. (A) I and II belong to Transformational Leadership; III belongs to Transactional Leadership
Idealized Influence and Intellectual Stimulation are core components of Transformational Leadership, focusing on ethical role modeling and inspiring creative thinking. Contingent Reward is a fundamental element of Transactional Leadership, operating on explicit exchanges of rewards for achieving specified contractual performance targets, illustrating the distinction between transformational and transactional approaches.

126. (C) Hawthorne Studies
The Human Relations Approach in management was pioneered through the Hawthorne Studies conducted by Elton Mayo and his associates between 1924 and 1932. These landmark studies shifted management focus from scientific engineering controls toward social dynamics, group norms, employee motivation, and human relationships in workplace settings.

127. (D) Social factors, psychological recognition, and feeling valued by management
The Hawthorne Studies revealed that worker productivity is significantly influenced by social factors, peer relationships, psychological recognition, and feeling valued by management, rather than physical working conditions or financial incentives alone. This discovery established the Human Relations Movement, underscoring employee motivation and supportive supervision in organizational success.

128. (C) Identifying school spatial distribution to ensure equitable access in underserved areas
School Mapping is a strategic educational planning technique used to analyze the spatial distribution of educational facilities across geographic regions. By evaluating demographic data, local topography, and transport access, planners identify underserved areas to establish new schools or expand facilities, ensuring equitable educational access for all children within target communities.

129. (B) Grassroots planning at local village or school levels to address specific needs
Micro-Planning is a decentralized educational management process conducted at local community, village, or institutional levels. It focuses on identifying specific local needs, mobilizing community resources, and designing targeted interventions to improve enrollment, retention, and learning quality, complementing macro-level national plans through responsive grassroots administration.

130. (D) Participatory Micro-Planning
Adjusting instructional schedules and designing targeted support modules in consultation with teachers, parents, and community leaders exemplifies Participatory Micro-Planning. This approach addresses localized challenges directly, adapting educational delivery to community rhythms. Involving local stakeholders fosters contextual problem-solving, improves school attendance, and strengthens community ownership of educational outcomes.

131. (A) The formal chain of line authority from top administration to the lowest rank
Henri Fayol's Principle of Scalar Chain defines the unbroken line of formal authority extending from the highest executive tier down to the lowest organizational rank. This administrative chain

Click Here to Buy book on Flipkart

every government and aided school is legally required to constitute a School Management Committee (SMC). The SMC bridges the school and local community, supervising school operations, monitoring grant usage, and formulating annual School Development Plans.

114. (D) 75%
As mandated by Section 21 of the Right to Education (RTE) Act 2009, at least 75% of the total membership of a School Management Committee (SMC) must comprise parents or guardians of enrolled children. This statutory composition ensures strong community representation, empowering parents to participate directly in school governance and resource monitoring.

115. (A) At least 50%
Section 21 of the Right to Education (RTE) Act 2009 stipulates that women must constitute at least 50% of the total membership of every School Management Committee (SMC). This legal provision guarantees gender representation in school governance, empowering women to influence educational decision-making, monitor learning environments, and manage local school development.

116. (C) Preparing the School Development Plan and monitoring grant utilization
Under Section 21 of the RTE Act 2009, School Management Committees are legally empowered to prepare the annual School Development Plan, monitor general institutional operations, and oversee government grant utilization. While SMCs oversee community involvement and resource management, statutory administrative duties like teacher recruitment and performance appraisals remain under official state educational authorities.

117. (A) Appoint regular permanent teachers and fix pay scales
Under the Right to Education (RTE) Act 2009, appointing regular permanent teachers and determining official pay matrices are statutory functions of government recruitment boards and state education departments, not local SMCs. SMCs focus on monitoring school functioning, overseeing grant utilization, and formulating annual School Development Plans in collaboration with local stakeholders.

118. (D) Head of School / Principal
In government school structures, the Head of School or Principal serves as the ex-officio Member Secretary of the School Management Committee (SMC). In this capacity, the Principal coordinates meetings, maintains official proceedings, facilitates dialogue between parents and faculty, and ensures implementation of committee decisions within statutory guidelines.

119. (B) Foster local ownership, accountability, student enrollment, and school-community ties
Community participation through bodies like School Management Committees aims to build local ownership, enhance administrative transparency, drive student enrollment, and bridge schools with their communities. Involving local stakeholders strengthens mutual accountability, ensures context-sensitive institutional decisions, and improves educational outcomes through shared responsibility and resource management.

120. (C) Allocating government grants and resource planning for the school
Under the Right to Education (RTE) Act 2009, the School Development Plan prepared by the SMC serves as the official framework for state resource planning and government grant allocations. Education departments utilize these localized plans to distribute financial grants, allocate infrastructure development funds, and supply necessary pedagogical resources based on assessed institutional needs.

121. (D) Aligning internal capabilities and resources with long-term environmental demands
Strategic Management in educational administration involves evaluating an institution's internal capabilities and aligning resources with evolving external environmental demands. Moving beyond daily administrative routines, strategic management focuses on long-term goal setting, situational analysis, policy alignment, and sustainable growth, ensuring institutions adapt effectively to educational and socio-economic shifts.

122. (A) Both A and R are true and R is the correct explanation of A
Delegating routine administrative tasks reduces managerial burnout for school principals by distributing operational workloads across competent staff members. This distribution frees executive capacity, allowing principals to focus

Downloaded from www.pdf.tube

equips teachers with modern instructional strategies, enhancing classroom efficacy, supporting student growth, and maintaining high institutional quality standards over time.

105. (A) Both A and R are true and R is the correct explanation of A
Continuous Professional Development (CPD) directly elevates student learning outcomes because it enhances pedagogical knowledge, instructional strategies, and classroom management techniques. As teachers refine their practices through ongoing professional learning, classroom instruction becomes more effective. This clear connection confirms that investing in professional development leads directly to improved student academic performance.

106. (A) Feedback gathered from multiple sources including self, peers, head, and students
360-Degree Feedback is a comprehensive performance appraisal system that collects multi-source evaluations from supervisors, peers, subordinates, self-assessments, and students. Gathering diverse perspectives yields a well-rounded evaluation of professional performance. This comprehensive assessment reduces individual evaluator bias, highlights varied performance areas, and offers actionable insights for targeted professional growth.

107. (B) A positive impression in one area unduly influences ratings across all other criteria.
The Halo Effect is a cognitive rating bias where an evaluator's positive impression of an employee in one specific domain unduly inflates ratings across all other performance criteria. In appraisal contexts, exceptional performance in a single visible area blinds evaluators to deficiencies elsewhere, compromising assessment objectivity and distorting overall performance records.

108. (B) Central Tendency
Central Tendency is an evaluation error where a manager rates all employees near the middle of a rating scale, avoiding exceptionally high or low marks. Driven by reluctance to evaluate critically, central tendency masks individual performance differences. This bias deprives top performers of recognition and fails to identify staff needing targeted support.

109. (A) I, II, and III only
A robust teacher appraisal system combines formative evaluation for skill development with summative evaluation for administrative decisions, operating under clear, transparent criteria. Effective appraisal systems emphasize open feedback, developmental goal-setting, and objective evaluations. Unannounced punitive ratings without constructive feedback foster anxiety and undermine trust, damaging institutional morale.

110. (C) Climate refers to temporary environmental perceptions; Culture reflects deep-seated values and shared norms.
School Climate refers to the immediate, perceived environmental atmosphere experienced by teachers and students, which can fluctuate with leadership or operational changes. Conversely, School Culture represents deep-seated values, historical traditions, beliefs, and shared behavioral norms embedded within the institution. Climate reflects short-term organizational feel, whereas culture represents long-term foundational identity.

MCQGPT

111. (D) Open Climate
According to Halpin and Croft's research, an Open Climate represents an organizational environment characterized by high teacher morale, strong collegial support, low principal hindrance, authentic communication, and high trust. Leaders exercise supportive oversight without imposing unnecessary administrative hurdles, fostering high job satisfaction, professional enthusiasm, and collaborative teamwork across the school.

112. (C) Teacher frustration, rigid principal task enforcement, and non-authentic communication
A Closed Climate in an educational institution is characterized by low teacher morale, high frustration, rigid administrative control, and non-authentic communication. Principals exercise task-heavy supervision while offering little supportive leadership, generating administrative friction. Teachers feel disempowered and isolated, producing a dysfunctional institutional atmosphere marked by minimal professional enthusiasm.

113. (B) School Management Committee (SMC)
Under Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009,

establishes formal communication and reporting pathways, ensuring structural order, operational clarity, and accountability throughout the administrative hierarchy.

132. (C) Gang Plank
Under Henri Fayol's administrative theory, a Gang Plank is an authorized temporary horizontal bridge that bypasses the formal scalar chain during urgent operational situations. It permits direct peer-to-peer communication across departmental lines without operational delays, provided higher supervisors authorize the interaction and stay informed, balancing hierarchical order with administrative efficiency.

133. (A) Parity of Authority and Responsibility
The Principle of Parity of Authority and Responsibility mandates that the authority granted to an administrator must equal the responsibility assigned to them. Assigning responsibility without adequate authority leads to operational frustration, whereas granting excessive authority without proportional responsibility risks misuse of power. Maintaining balance ensures effective administrative functioning and accountability.

134. (D) Promoting team spirit and harmony among organizational members
Esprit de Corps is one of Henri Fayol's 14 principles of management, emphasizing the importance of fostering team spirit, harmony, and mutual unity among organizational members. School leaders build Esprit de Corps by encouraging collaborative teamwork, maintaining high staff morale, and cultivating shared pride in institutional achievements.

135. (B) Participative Group
In Rensis Likert's Management Systems Model, System 4 represents the Participative Group style. This system features complete administrative trust in subordinates, fully decentralized decision-making, open horizontal and vertical communication, and active employee engagement. System 4 organizations exhibit high productivity, strong group cohesion, and high employee satisfaction.

136. (D) I, II, III, and IV
Rensis Likert's model categorizes leadership into four management systems: System 1 (Exploitative Authoritative) relies on coercion; System 2 (Benevolent Authoritative) uses condescending rewards; System 3 (Consultative) involves substantial but incomplete trust; and System 4 (Participative Group) embodies full trust, collaborative decision-making, and high performance productivity.

137. (D) A Principal issuing updated exam guidelines to teachers
Downward communication flows from top administrative authorities to lower operational tiers, such as a Principal issuing exam guidelines to classroom teachers. This direction is used to transmit directives, institutional policies, task instructions, and administrative updates, ensuring staff members execute duties in alignment with executive expectations.

138. (A) Enhancing self-awareness and interpersonal communication in teams
The Johari Window is a cognitive communication framework developed by Joseph Luft and Harry Ingham to improve self-awareness and interpersonal relationships within teams. By mapping information across open, blind, hidden, and unknown quadrants, the model helps individuals understand their personal interactions, accept feedback, and build open workplace communication.

139. (B) Hidden Region
In the Johari Window model, the Hidden Region represents information, feelings, opinions, or personal experiences known to oneself but kept hidden from others. Individuals choose not to disclose these private insights. Through open communication and self-disclosure, team members can shrink their hidden quadrant, building mutual trust and workplace transparency.

140. (B) Leaders clarify paths and remove obstacles to help subordinates achieve goals
Robert House's Path-Goal Theory posits that leaders enhance employee motivation and satisfaction by clarifying pathways to goals and removing operational obstacles. Leaders adapt their style—whether directive, supportive, participative, or achievement-oriented—to match follower expectations and situational demands, facilitating goal attainment and team effectiveness.

Click Here to Buy book on Amazon

86. (D) Empowering teachers, delegating authority, and trusting staff capabilities
Douglas McGregor's Theory Y assumes that employees inherently view work as natural, possess self-direction, seek responsibility, and exercise creative problem-solving. A school administrator operating under Theory Y empowers teachers, delegates operational authority, provides professional growth opportunities, and fosters a collaborative environment built on trust and professional autonomy.

87. (B) The value or attractiveness an individual places on the expected reward / outcome
In Victor Vroom's Expectancy Theory, Motivation equals Expectancy multiplied by Instrumentality and Valence. Valence represents the value, importance, or personal attractiveness an individual assigns to potential outcomes or rewards. If an employee considers the prospective reward desirable, valence is positive, increasing overall motivational drive to perform assigned tasks.

88. (A) Both A and R are true and R is the correct explanation of A
Vroom's Expectancy Theory relies on a multiplicative formula combining Expectancy, Instrumentality, and Valence. Because overall motivation is the mathematical product of these three variables, if a teacher believes effort will not lead to success (zero Expectancy), total motivation falls to zero. The multiplicative design confirms why lacking confidence in effort outcomes completely eliminates overall motivational drive.

89. (D) Existence, Relatedness, and Growth
Clayton Alderfer's ERG Theory condenses Maslow's five need levels into three core categories: Existence, Relatedness, and Growth. Existence needs cover basic material and physiological survival requirements; Relatedness needs involve maintaining significant interpersonal relationships; and Growth needs focus on personal development, self-actualization, and fulfilling creative potential.

90. (A) Need for Security (nSec)
David McClelland's Learned Needs Theory identifies three dominant motivators: Need for Achievement (nAch), Need for Power (nPow), and Need for Affiliation (nAff). These acquired needs shape individual managerial behavior and workplace motivation. Security is an explicit category in Maslow's hierarchy, not one of McClelland's three primary motivators.

91. (B) Upward communication
Upward communication in school management flows from lower hierarchical levels to higher administrative authorities, such as teachers submitting feedback, grievances, or progress reports to the Principal. This communication channel informs administrators about operational challenges, staff morale, and instructional progress, facilitating inclusive decision-making and responsive organizational governance.

92. (D) I, II, and III
Organizational communication networks exhibit distinct structural properties. Centralized Wheel networks funnel information through a central hub leader, while All-Channel networks enable free peer communication, boosting group morale. Chain networks follow rigid scalar pathways, ensuring formal hierarchical reporting. Each network structure serves different administrative needs depending on task complexity and group dynamics.

93. (A) Information Filtering
Information Filtering occurs when senders deliberately manipulate or selectively condense information to present it more favorably to higher authorities. Driven by fear of negative repercussions or a desire for approval, filtering distorts objective reporting. This administrative barrier prevents executives from obtaining accurate operational data, leading to misaligned decision-making.

94. (C) Grapevine
The Grapevine is the informal, unstructured communication network operating within an organization, driven by social relationships and casual interactions. Operating alongside formal administrative channels, the grapevine transmits information rapidly across departments. While it fosters social cohesion, administrators must monitor it to correct rumors and clarify institutional communications.

95. (D) Misunderstandings from ambiguous language, symbols, or technical jargon
Semantic barriers in administrative communication arise from language ambiguities, misinterpreted symbols, or technical jargon.

MCQGPT

decision-making, and staff empowerment, shifting organizational focus from rule compliance to institutional excellence and professional growth.

****

Downloaded from www.pdf.tube

MCQGPT

51. A dispute arises between the Mathematics department and the Sports department regarding period allotment in the master timetable. The Principal meets both heads, listens to their concerns, and finds a mutually acceptable schedule where both departments compromise on non-peak hours. Which conflict resolution style did the Principal utilize?
(A) Competing / Dominating
(B) Avoiding
(C) Compromising
(D) Smoothing / Accommodating

52. What is Kurt Lewin's three-stage sequential model of planned change management?
(A) Stage of Planning, Stage of Execution, and Stage of Evaluation
(B) Unfreezing, Changing, and Refreezing
(C) Stage of Diagnosing, Stage of Implementing, and Stage of Monitoring
(D) Stage of Initiating, Stage of Expanding, and Stage of Terminating

53. In Kurt Lewin's Change Model, the stage that involves stabilizing the new change and institutionalizing it into the organizational culture so that old behaviors do not re-emerge is called:
(A) Unfreezing
(B) Transforming
(C) Refreezing
(D) Resistance Mapping

54. Which of the following is an INCORRECT pair regarding Kurt Lewin's Force Field Analysis?
(A) Driving Forces — Positive administrative forces that push actively in a direction that causes institutional change to occur
(B) Refreezing — Generating continuous chaos to dissolve existing institutional organizational structures permanently
(C) Restraining Forces — Inhibiting organizational forces that actively hinder change and push to maintain the current status quo
(D) Equilibrium — Balanced state achieved when total driving forces equal total restraining forces within the system

55. As per National Education Policy (NEP) 2020 recommendations, teachers are expected to undergo a minimum of how many hours of Continuous Professional Development (CPD) annually for their professional self-improvement?
(A) 20 hours
(B) 30 hours
(C) 50 hours
(D) 100 hours

56. What is the main objective of the APAR (Annual Performance Assessment Report) system for government school teachers and administrators?
(A) To evaluate performance for promotion, career advancement, and professional development needs.
(B) To publicly humiliate low-performing teaching staff during general staff assembly and institutional meetings.
(C) To determine immediate wage deductions and salary penalties for taking authorized casual leave days.
(D) To completely eliminate the ongoing requirement for supervisory classroom visits by the Head of School.

57. Which comprehensive performance evaluation mechanism gathers feedback regarding an educator's performance from peers, self, subordinates, and administrative superiors?
(A) Single-Source Appraisal
(B) Top-Down Rating
(C) 360-Degree Appraisal
(D) Incident Inspection Model

58. Consider the following statements regarding the distinction between 'School Climate' and 'School Culture':
I. School Climate refers to the current atmosphere and perceptions of the school environment felt by stakeholders.
II. School Culture reflects deep-seated values, beliefs, traditions, and unwritten norms accumulated over time.
III. School Climate is immutable, whereas School Culture changes daily with weather conditions.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

59. The Organizational Climate Description Questionnaire (OCDQ), widely used to measure school organizational climate across dimensions like 'Open' versus 'Closed', was originally developed by:
(A) Wayne Hoy and John Tarter

the optimum utilization of available local resources in a school.
Reason (R): Institutional planning is formulated by the school community based on a realistic appraisal of its existing infrastructure and human capabilities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

8. In Herbert Simon's Decision-Making Model, the stage where an administrator searches for conditions that call for a decision is known as:
(A) Intelligence Activity
(B) Design Activity
(C) Choice Activity
(D) Review Activity

9. Which of the following decision-making techniques involves obtaining consensus from a panel of experts through iterative rounds of anonymous questionnaires?
(A) Brainstorming Technique
(B) Nominal Group Technique
(C) Delphi Technique
(D) Stepladder Technique

10. A Principal notices that teachers are reluctant to adopt innovative ICT tools in classroom delivery. To make a decision that ensures long-term commitment, the Principal forms a task force comprising tech-savvy and senior teachers to co-design the adoption framework. Which decision-making model is the Principal applying?
(A) Participative Decision-Making Model
(B) Autocratic Decision-Making Process Model
(C) Laissez-faire Decision-Making System Model
(D) Classical Economic Rational Decision Model

11. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective delegation of authority by a Principal reduces administrative overhead and promotes teacher professional growth.
Reason (R): Delegation involves the complete transfer of ultimate legal responsibility from the Principal to subordinate staff.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

12. Which principle of delegation states that authority assigned to a subordinate should be commensurate with the responsibility expected of them?
(A) Principle of Absoluteness of Responsibility
(B) Principle of Parity of Authority and Responsibility
(C) Principle of Scalar Chain
(D) Principle of Exception

13. Which organizational structure is characterized by direct vertical lines of authority flowing uninterrupted from the top administrator down to the lowest operational level?
(A) Functional Organization
(B) Matrix Organization
(C) Line Organization
(D) Committee Organization

14. Which of the following is an INCORRECT pair regarding principles of school time-table construction?
(A) Principle of Variety — Alternating difficult academic subjects with lighter co-curricular activities and physical breaks
(B) Principle of Play and Rest — Provision of short physical breaks and structured recess periods throughout the school day
(C) Principle of Elasticity — Allowing reasonable schedule flexibility to accommodate unexpected institutional events
(D) Principle of Maximum Fatigue — Scheduling abstract mathematics continuously during the final afternoon periods

15. In constructing a master time-table for a senior secondary school, which academic subject is universally recommended for allocation during the early morning periods?
(A) Mathematics and Physics
(B) Physical Education and sports activities
(C) Library reading and reference sessions
(D) Work Experience and SUPW workshops

16. Consider the following statements regarding Total Quality Management (TQM) in education:
I. TQM emphasizes continuous process improvement rather than inspection at the end of the line.
II. In educational TQM, internal customers

Click Here to Buy book on Flipkart

67. Which of the following historical evolutions correctly traces the progression of management thought regarding people at work?
(A) Personnel Management → Human Resource Management → Human Resource Development
(B) Human Resource Development → Personnel Management → Human Resource Management
(C) Human Capital Management → Personnel Management → Scientific Management
(D) Industrial Relations → HRD → Personnel Management

68. In an educational institution, HRD at the 'Individual Level' primarily aims at:
(A) Expanding the physical infrastructural footprint and structural building layout of the school.
(B) Eliminating student participation and involvement in co-curricular and sports activities completely.
(C) Standardizing student uniform procurement procedures and vendor contracts across the school district.
(D) Helping teachers identify personal strengths, professional weaknesses, and growth potential.

69. At the 'Organizational Level', the ultimate goal of HRD in a school system is to:
(A) Maximize short-term financial profit margins and commercial revenues for school trust owners and corporate shareholders.
(B) Drastically reduce the total number of operational academic working days required in a standard school calendar session.
(C) Create a continuous learning culture, healthy climate, and high adaptive capacity.
(D) Transfer all primary institutional administrative duties and governance to external non-governmental private organizations.

70. HRD at the 'Team Level' in a school environment fosters:
(A) Hyper-individualistic competition among teaching staff members for career promotion and monetary perks.
(B) Collaboration, mutual support, synergy, and effective inter-departmental teamwork.
(C) Total professional isolation of senior Subject Heads from junior faculty members across academic departments.
(D) Continuous friction and interpersonal conflict between teaching staff and non-teaching administrative personnel.

71. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A supportive HRD climate in a school enhances teacher job satisfaction and commitment to student achievement.
Reason (R): HRD climate is built upon values of openness, confrontation, trust, authenticity, proaction, autonomy, collaboration, and experimentation (OCTAPACE).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

72. In the OCTAPACE framework of HRD Climate, what does the letter 'P' stand for?
(A) Proaction
(B) Passive
(C) Punishment
(D) Power

73. In the OCTAPACE culture, 'Confrontation' refers to:
(A) Engaging in frequent physical or verbal fights with teaching colleagues during official hours.
(B) Publicly criticizing individual classroom teachers during general morning assembly proceedings.
(C) Facing problems and challenges openly to find effective solutions rather than avoiding them.
(D) Challenging judicial mandates, statutory acts, and legal requirements in school administration.

74. Which of the following is an indicator of a POOR HRD climate in a school?
(A) Decisions are made covertly, and staff feel distrusted and hesitant to express genuine opinions.
(B) Teachers are encouraged to try innovative pedagogical experiments without fear of harsh criticism.
(C) Communication channels between the Head of School and faculty are transparent and open.

MCQGPT

24. Which type of supervision aims at detecting and correcting pedagogical errors after they have occurred in the classroom?
(A) Corrective Supervision
(B) Preventive Supervision
(C) Creative Supervision
(D) Constructive Supervision

25. A Principal conducts periodic workshops on inclusive pedagogical strategies before the academic session starts, aiming to prevent common teaching errors in classrooms. What type of supervision is being demonstrated?
(A) Clinical Supervision
(B) Corrective Supervision
(C) Preventive Supervision
(D) Coercive Supervision

26. Clinical supervision model, originally developed by Morris Cogan and Robert Goldhammer, primarily focuses on:
(A) Intensive classroom observation and collaborative feedback analysis between supervisor and teacher.
(B) Conducting routine official verification of financial ledgers and physical stock balances in modern science laboratories.
(C) Thoroughly inspecting school physical sanitation facilities, campus safety standards, and playground sports infrastructure.
(D) Assessing and evaluating the annual workplace performance of non-teaching administrative and secretarial support staff.

27. Which sequence correctly outlines the sequential stages of the Clinical Supervision Cycle?
I. Pre-observation Conference
II. Classroom Observation
III. Analysis and Strategy formulation
IV. Post-observation Conference
V. Post-conference Analysis
(A) I, II, III, IV, V
(B) II, I, III, V, IV
(C) I, III, II, IV, V
(D) III, I, II, V, IV

28. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Creative supervision encourages teachers to experiment with novel pedagogical strategies without fear of punitive action for initial failures.
Reason (R): Creative supervision views teacher autonomy and original experimentation as essential elements for institutional excellence.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. The concept of 'Academic Supervision' primarily aims at:
(A) Auditing institutional financial receipts, tax deductions, and official accounting ledgers.
(B) Enforcing strict daily physical attendance routines for non-teaching administrative staff.
(C) Enhancing classroom teaching-learning processes and student academic achievement.
(D) Managing institutional infrastructure expansion tenders and campus construction projects.

30. During an academic mentoring process, a senior experienced PGT guides a newly appointed TGT through classroom management techniques and lesson planning. This professional dynamic is best described as:
(A) External Bureaucratic Control
(B) Corrective Inspection
(C) Administrative Assessment
(D) Developmental Peer Mentoring

MCQGPT

31. Which early leadership approach operated on the premise that leaders possess inherent personal characteristics or qualities that distinguish them from non-leaders?
(A) Trait Theory
(B) Situational Theory
(C) Contingency Theory
(D) Behavioral Theory

32. In the Ohio State Leadership Studies, the two major dimensions of leadership behavior identified were:
(A) Employee-Oriented and Production-Oriented
(B) Initiating Structure and Consideration
(C) Task-Motivated and Relationship-Motivated
(D) Concern for Position and Concern for Power

33. On the Blake and Mouton Managerial Grid, a leadership style characterized by high concern for production (9) and low concern for people (1) is categorized as:

(A) Country Club Leadership Style Management (1,9)
(B) Authority-Compliance Task Management (9,1)
(C) Impoverished Administrative Leadership Model (1,1)
(D) Team Leadership Management Framework (9,9)

34. According to Fiedler's Contingency Theory, the favorableness of a situation for a leader is determined by which three situational variables?
I. Leader-Member Relations
II. Task Structure
III. Position Power
IV. Individual Maturity Level
Which of the above statements are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

35. In Hersey and Blanchard's Situational Leadership Theory, which leadership style is recommended when followers demonstrate high competence but variable/low commitment (Maturity Level M3)?
(A) Directing (S1)
(B) Coaching (S2)
(C) Supporting (S3)
(D) Delegating (S4)

36. A school Principal finds that the staff possesses low readiness/competence and low willingness to execute a newly mandated curriculum project. According to Hersey-Blanchard's Situational Leadership Model, which leadership style should the Principal adopt?
(A) Delegating Leadership Approach (High Task, High Relationship Orientation)
(B) Participating Leadership Style (Low Task, High Relationship Orientation)
(C) Laissez-Faire Leadership Model (Low Task, Low Relationship Orientation)
(D) Telling / Directing Style (High Task, Low Relationship Orientation)

37. Consider the following statements comparing Transactional and Transformational Leadership in educational settings:
I. Transactional leadership relies on contingent rewards, management-by-exception, and exchanges.
II. Transformational leadership inspires staff through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.
III. Transformational leaders maintain status quo, whereas transactional leaders reform institutional culture.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

38. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Instructional leadership focuses directly on actions that promote student learning and continuous teacher professional development.
Reason (R): Instructional leaders spend the majority of their time on purely administrative and clerical routine filing activities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. According to Philip Hallinger's model, which of the following is NOT a primary dimension of Instructional Leadership?
(A) Defining the School Mission
(B) Managing the Instructional Program
(C) Promoting a Positive School Learning Climate
(D) Financial Arbitrage and Asset Speculation

40. Distributed Leadership Theory, as articulated by James Spillane, conceptualizes leadership as:
(A) An interactive practice distributed across leaders, followers, and situational context.
(B) An exclusive personal trait residing solely within the designated institutional Principal.
(C) A traditional top-down dictatorial command chain enforcing administrative compliance.
(D) The complete and absolute delegation of legal accountability to student council leaders.

41. In Maslow's Hierarchy of Needs, which level of need refers to the desire to realize one's full potential, self-fulfillment, and personal growth?
(A) Self-Esteem and Status Needs
(B) Social and Belongingness Needs

Downloaded from www.pdf.tube

(C) Self-Actualization Needs
(D) Safety and Security Needs

42. In Herzberg's Two-Factor Theory, which of the following factors is categorized as a 'Motivator' (Intrinsic Factor) rather than a 'Hygiene' (Extrinsic Factor)?
(A) Achievement and recognition
(B) Working conditions
(C) Salary and allowances
(D) Interpersonal relations with peers

43. According to Douglas McGregor's Theory X and Theory Y:
(A) Theory X assumes that classroom employees are inherently self-motivated, highly ambitious, creative, and naturally enjoy daily workplace tasks.
(B) Theory Y assumes that employees naturally dislike assigned work, actively avoid professional responsibility, and must be coerced into performing.
(C) Both theories assert that direct financial incentives and monetary bonuses serve as the sole primary motivators for all educational professionals.
(D) Theory X assumes individuals dislike work and need direction, while Theory Y views work as natural and employees as self-directed.

44. Victor Vroom's Expectancy Theory proposes that Motivation is a multiplicative function of which three components?
(A) Existence Needs, Relatedness Needs, and Growth Needs
(B) Expectancy, Instrumentality, and Valence
(C) Need for Achievement, Need for Power, and Need for Affiliation
(D) Effort Expectations, Performance Outcomes, and Hygiene Factors

45. A teacher believes that putting in extra effort to design innovative lesson plans will result in superior student academic performance, and that superior performance will lead to institutional recognition which the teacher highly values. This thought process best aligns with:
(A) Herzberg's Hygiene Theory
(B) McGregor's Theory X
(C) Vroom's Expectancy Theory
(D) Maslow's Safety Need Theory

46. Which communication channel is being utilized when a school Principal issues a formal written directive to all Subject Heads regarding annual examination conduct?
(A) Upward Communication
(B) Horizontal / Lateral Communication
(C) Diagonal Communication
(D) Downward Communication

47. When a teacher discusses interdisciplinary STEM activities directly with another teacher of a different department at the same hierarchical level, this represents:
(A) Horizontal Communication
(B) Downward Administrative Communication
(C) Upward Hierarchical Communication
(D) Vertical Command Communication

MCQGPT

48. In organizational communication, the informal, unofficial communication network that arises spontaneously from social interactions among employees is termed the:
(A) Formal Scalar Chain
(B) Grapevine
(C) Official Circular
(D) Institutional Matrix

49. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Filtering, selective perception, and emotional defensiveness act as major psychological barriers to effective organizational communication.
Reason (R): Filtering occurs when a sender intentionally manipulates information so that it will be seen more favorably by the receiver.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

50. In the Thomas-Kilmann Conflict Mode Instrument, which style reflects a high concern for one's own concerns paired with a high concern for the other party's concerns, striving for a win-win solution?
(A) Collaborating
(B) Competing
(C) Avoiding
(D) Accommodating

include students and teaching staff, while external customers include parents and society.

III. TQM principles dictate that quality is exclusively the responsibility of the top management.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

17. Who among the following quality management gurus introduced the 'PDCA' (Plan-Do-Check-Act) Cycle widely utilized in institutional quality assurance?
(A) Joseph Moses Juran
(B) W. Edwards Deming
(C) Philip Bayard Crosby
(D) Kaoru Ishikawa

18. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A SWOT analysis enables a school principal to formulate strategic institutional plans aligned with internal capabilities and external realities.
Reason (R): Strengths and Weaknesses represent internal factors of the school, whereas Opportunities and Threats stem from the external environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. A school is situated in an urban area with high IT industry density (External Advantage), but lacks trained Computer Science staff (Internal Weakness). In SWOT analysis terminology, designing a strategic initiative to hire contract IT mentors from local industry represents a:
(A) SO Strategy (Maxi-Maxi)
(B) ST Strategy (Maxi-Mini)
(C) WO Strategy (Mini-Maxi)
(D) WT Strategy (Mini-Mini)

20. Under standard school administrative rules, which permanent record of the school serves as an authentic historical log of notable institutional visits, official events, and major administrative incidents?
(A) Cumulative Record Card
(B) Admission Register
(C) Service Book
(D) School Log Book

21. Which register maintained in a school contains detailed accounts of non-consumable furniture, laboratory equipment, and ICT hardware procured through government funds?
(A) Contingent Expenditure Register
(B) Main Institutional Cash Book
(C) Stock Register (Permanent)
(D) Aquittance Roll and Disbursement Register

22. In school record management, what is the primary administrative function of maintaining a Cumulative Record Card (CRC) for each student?
(A) To track daily teacher workplace attendance, leave records, and monthly salary disbursement details
(B) To record the continuous comprehensive growth profile and educational development of the student
(C) To maintain official records of financial fee concessions and special grants sanctioned by the SMC
(D) To serve as a statutory financial audit register for daily Mid-Day Meal scheme distributions

23. Which of the following correctly highlights the historical shift from traditional 'Inspection' to modern 'Educational Supervision'?
(A) Inspection is purely democratic and developmental in nature, whereas supervision functions in an autocratic and penalizing manner across all institutional settings.
(B) Inspection is conducted exclusively by peer teachers within the school, whereas supervision is carried out solely by external legal law enforcement officials.
(C) Inspection completely eliminates administrative oversight, whereas supervision relies strictly on rigid autocratic bureaucratic control mechanisms.
(D) Inspection focuses on fault-finding and compliance enforcement, while supervision provides professional guidance and instructional support.

Click Here to Buy book on Amazon

(B) Philip Jackson and Robert Havighurst
(C) Carl Rogers and Abraham Maslow
(D) Andrew Halpin and Don Croft

60. Under Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, what is the minimum mandated percentage of parents/guardians in a School Management Committee (SMC)?
(A) 25%
(B) 50%
(C) 75%
(D) 90%

61. Under the RTE Act, 2009, what proportion of the total membership of a School Management Committee (SMC) must be women?
(A) At least 25%
(B) At least 33%
(C) At least 50%
(D) At least 66%

62. Which of the following is NOT a statutory function of the School Management Committee (SMC) as prescribed under Section 21(2) of the RTE Act, 2009?
(A) Monitor the daily operational working and academic functioning of the school
(B) Prepare and recommend the annual institutional School Development Plan (SDP)
(C) Monitor the proper utilization of grants received from the appropriate Government
(D) Conduct formal disciplinary proceedings and issue teacher dismissal orders

63. Under Section 22 of the RTE Act, 2009, the School Development Plan (SDP) prepared by the SMC forms the basis for:
(A) Grants to be provided by the appropriate Government or local authority.
(B) Regulating and issuing private coaching center licenses throughout the administrative district.
(C) Approving commercial leasing of public school playgrounds to private corporate entities.
(D) Determining personal income tax calculations and exemption allowances for parent members.

64. A Principal wants to enhance community participation in school governance. Which action by the Principal best exemplifies effective community engagement under the provisions of RTE Act, 2009?
(A) Denying parent members direct access to SMC meetings to maintain strict administrative confidentiality and secrecy across all school matters.
(B) Involving parents and local authority representatives in SMC meetings to monitor school functioning and infrastructure needs.
(C) Delegating core classroom teaching responsibilities permanently to local parent volunteers without requiring professional teaching credentials.
(D) Charging mandatory financial contributions and membership fees from parent SMC members to fund routine institutional social events.

65. Human Resource Development (HRD) in an organization primarily focuses on:
(A) Minimizing baseline employee wage structures while aggressively maximizing daily mandatory operational working hours.
(B) Developing employee competencies, dynamic potential, and capabilities continuously.
(C) Replacing human educational staff completely with automated machinery and digital administrative tools across departments.
(D) Enforcing strict punitive disciplinary actions and administrative penalties for minor routine procedural oversights.

66. Which statement accurately reflects the fundamental difference between Human Resource Management (HRM) and Human Resource Development (HRD)?
(A) HRM focuses on recruitment and compensation maintenance, whereas HRD focuses on continuous competency enhancement and growth.
(B) HRM functions as a proactive developmental philosophy, whereas HRD acts as a reactive approach focused strictly on routine clerical paperwork.
(C) HRM deals exclusively with permanent government school teachers, whereas HRD applies exclusively to private sector corporate enterprise staff.
(D) HRM functions as an overarching administrative governance system, whereas HRD possesses no practical relevance to educational management.

MCQGPT

CHAPTER 06

Human Resource Development: Concept and Goals

1. Who coined the famous acronym 'POSDCORB' to outline the core functions of administrative management?
(A) Henri Fayol
(B) Luther Gulick and Lyndall Urwick
(C) Frederick Winslow Taylor
(D) Max Weber

2. In the context of educational management, which function of POSDCORB specifically refers to establishing formal structures of authority through which work subdivisions are defined and coordinated?
(A) Organising
(B) Planning
(C) Directing
(D) Budgeting

3. Which statement accurately describes the primary distinction between 'Educational Administration' and 'Educational Management'?
(A) Administration focuses primarily on classroom pedagogical delivery, while management focuses strictly on financial auditing and compliance.
(B) Administration deals solely with private educational institutions, whereas management applies exclusively to public government departments.
(C) Administration focuses on policy formulation and goal determination, while management deals with policy execution and goal achievement.
(D) Administration is a minor sub-function of classroom instruction handled exclusively by vice-principals and departmental coordinators.

4. In an educational institution, the principle of 'Unity of Command' implies that:
(A) All classroom teachers must report directly to multiple administrative supervisors to ensure complete institutional accountability.
(B) The Head of School must consult all faculty members before making any routine operational or administrative decision.
(C) Administrative authority and operational control are distributed equally among all senior PGT teachers within the institution.
(D) Every employee should receive operational orders from and be directly accountable to only one immediate supervisor.

5. Which sequence correctly represents the logical progression of steps involved in Institutional Planning?
I. Assessment of institutional needs and resources
II. Formulation of specific operational objectives
III. Implementation of scheduled action plans
IV. Evaluation of outcomes and feedback incorporation
(A) I, II, III, IV
(B) II, I, IV, III
(C) I, III, II, IV
(D) II, III, I, IV

6. Given below are two statements:
Statement I: Institutional planning is a bottom-up approach to educational planning that originates at the school level.
Statement II: Institutional planning relies entirely on centralized mandates and ignores the unique local contextual needs of individual schools.
(A) Statement I is correct, but Statement II is incorrect
(B) Statement I is incorrect, but Statement II is correct
(C) Both Statement I and Statement II are correct
(D) Both Statement I and Statement II are incorrect

7. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Institutional planning enhances

Downloaded from www.pdf.tube

(D) Errors made by teachers are used as learning opportunities rather than occasions for immediate punitive condemnation.

75. The role of Top Management (the Head of Institution / Principal) in establishing an effective HRD mechanism includes:
I. Acting as a resource facilitator and role model for continuous learning
II. Providing constructive feedback and coaching to teachers
III. Creating opportunities for staff career growth and skill upgrading
IV. Delegating all leadership responsibility entirely without oversight
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

76. 'Competency Mapping' in educational HRD refers to the systematic process of:
(A) Mapping school bus transportation routes across the local geographic catchment area for efficient student commuting.
(B) Identifying knowledge, skills, attitudes, and behaviors required for teaching and administrative roles.
(C) Plotting teacher physical residential addresses on a digital geographic information system map for official tracking.
(D) Classifying enrolled students strictly according to their family socioeconomic status and household income levels.

77. How does Competency Mapping directly assist a Principal in staff development?
(A) It automatically increases the institution's overall annual financial budget allocation from government treasury funds.
(B) It completely replaces official national board examinations with internal physical fitness and athletic skill assessments.
(C) It provides a clear framework for identifying skill gaps and designing targeted training programs.
(D) It grants automatic operational promotions to all teaching staff regardless of their actual classroom performance ratings.

78. Organization Development (OD) is best defined in relation to HRD as:
(A) A short-term financial auditing technique utilized exclusively for auditing daily institutional school cash books and receipts.
(B) A rigid set of statutory legal penalties enforced for non-compliance with routine government administrative circulars.
(C) An architectural engineering framework designed strictly for expanding classroom infrastructure and campus physical buildings.
(D) A planned, top-managed effort to increase organizational effectiveness using behavioral science interventions.

79. Which of the following is a classic Organization Development (OD) intervention strategy used in schools to improve group dynamics and collaboration?
(A) Team Building Interventions
(B) Unilateral Pay Cuts
(C) Solitary Confinement of Teachers
(D) Abrupt Cancellation of Leave Entitlements

MCQGPT

80. A Principal observes low morale and severe inter-departmental rivalry between Science and Humanities faculties. To address this, the Principal organizes structured team-building retreats and collaborative cross-subject planning workshops. This is an example of an:
(A) Administrative Audit Intercept Procedure
(B) Organization Development Intervention
(C) Official Inspection Penalty Proceeding Framework
(D) External Legal Injunction Directive

81. Which type of HRD intervention focuses on improving an individual teacher's instructional delivery, classroom management, and assessment techniques?
(A) Structural Organizational Redesign Intervention
(B) Individual Professional Development Intervention
(C) Financial Restructuring and Budgetary Intervention
(D) Macro-Economic Systemic Policy Intervention

82. Which of the following represents a major structural barrier/challenge to implementing effective HRD mechanisms in government schools?
(A) Bureaucratic inertia, rigid rules, and lack of dedicated HRD funding.
(B) Excess financial autonomy and unconstrained budgetary power available to government

Assertion (A): In a school setting, effective supervision is developmental rather than judgmental.
Reason (R): Developmental supervision focuses on improving teaching capabilities and supporting learner success rather than merely finding fault and imposing penalties.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

142. Which register maintained by a school records detailed entries of all daily official postal receipts, circulars, and incoming communications received by the institution?
(A) Postal Communication Despatch Register
(B) Administrative Postal Stamp Accounting Register
(C) Petty Cash Contingent Expenditure Register
(D) Diary Register / Inward Register

143. Which register tracks outgoing official letters, notices, and communications issued by the school to external authorities or parents?
(A) Despatch Register / Outward Register
(B) Inward Diary and Correspondence Log Register
(C) Permanent Physical Capital Stock Register
(D) Official Personnel Service Book and Record File

144. In the context of school management, 'TQM' stands for:
(A) Targeted Quantity Management
(B) Total Quality Management
(C) Technical Quality Measurement
(D) Total Quota Mapping

145. In Vroom's Expectancy Theory, 'Valence' refers to the:
(A) Cognitive perception that expending extra effort will directly result in acceptable operational performance.
(B) Value or strength of preference for a particular outcome.
(C) Individual belief that achieving a specific performance level will lead to a desired outcome or reward.
(D) Physical and mental energy expended by an employee in completing a routine daily administrative task.

146. A school Head wants to evaluate the effectiveness of an in-service teacher training program conducted on Foundational Literacy and Numeracy (FLN). Which evaluation approach offers the most direct evidence of HRD impact?
(A) Assessing changes in teacher classroom pedagogical practice and student FLN outcomes.
(B) Verifying daily teacher attendance sheets and sign-in registers maintained during the training sessions.
(C) Measuring the precise total duration of video lectures presented by external experts during training.
(D) Auditing vendor catering receipts and financial invoices for food served during the workshop breaks.

147. Consider the following statements regarding 'Distributed Leadership':
I. It views leadership as a collective practice distributed among multiple individuals rather than concentrated in a single leader.
II. It encourages teacher leadership and shared decision-making across departments.
III. It eliminates the legal responsibility of the Head of School under statutory rules.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

148. Which of the following is a key element of the 'Unfreezing' stage in Kurt Lewin's Change Model?
(A) Establishing new organizational cultural norms and permanently institutionalizing new routine workplace habits.
(B) Executing new operational steps, restructuring daily workflows, and implementing new technology tools.
(C) Finalizing routine administrative payroll processing, leave deductions, and service book verification entries.
(D) Creating awareness of the need for change and breaking existing status quo habits.

149. In educational management, 'Management by Objectives' (MBO), a concept popularized by Peter Drucker, involves:
(A) Unilateral operational goal setting conducted exclusively by top management without any employee participation or consultation.

Click Here to Buy book on Flipkart

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

sessions during flexible hours. This administrative response demonstrates:
(A) Reactive Fault-Finding Inspection Procedure and Penal Action
(B) Autocratic Arbitrary Coercion and Unilateral Mandate Execution
(C) Systematic Data-Driven Problem-Solving and Decision Making
(D) Bureaucratic Indifference and Passive Organizational Management

90. Which of the following registers maintained by a school Head is considered a secret/confidential document containing personal performance ratings and service records of staff members?
(A) Annual Performance Assessment Report Folder
(B) Official Student Admission Register and Transfer Log Book
(C) Daily Pupil Attendance Register and Monthly Summary Register
(D) Continuous Stock Register for Non-Consumable Property

91. Under school administrative rules, what is the primary purpose of maintaining a 'Log Book' by the Head of School?
(A) To record daily monetary fee collections, tuition receipts, and financial fines collected from students.
(B) To track precise daily institutional expenditure on office stationery procurement and classroom supplies.
(C) To serve as a comprehensive inventory log for physical education sports equipment and athletic materials.
(D) To record official remarks regarding school visits, events, and daily routine developments.

92. Which leadership theory explicitly posits that leadership effectiveness depends on matching a leader's style (Task-oriented vs. Relationship-oriented) to the degree of situational control available?
(A) Trait Theory of Stogdill
(B) Fiedler's Contingency Model
(C) Behavioral Theory of Blake and Mouton
(D) Transformational Leadership Model of Bass

93. In Fiedler's Least Preferred Co-worker (LPC) scale, a high LPC score indicates that the leader is primarily:
(A) Task-oriented
(B) Bureaucracy-oriented
(C) Relationship-oriented
(D) Laissez-faire-oriented

94. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transformational leaders in schools foster high employee engagement by appealing to higher-order moral and intellectual values.
Reason (R): Transformational leaders rely strictly on transactional punitive measures like fines and suspension notices to command obedience.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

95. A Vice-Principal is tasked with preparing the annual school timetable. She ensures that no teacher is assigned more than three consecutive teaching periods and allocates planning periods for teachers. Which core principle of timetable construction is being applied?
(A) Principle of Workload Balance
(B) Principle of Institutional Staff Exploitation
(C) Principle of Random Subject Assignment
(D) Principle of Maximum Subject Concentration

96. Which of the following is an example of 'Upward Communication' in a school administrative structure?
(A) A circular issued directly by the Head of School regarding upcoming official examination duties and guidelines.
(B) A formal grievance submitted by teachers to the Principal requesting improved staffroom facilities.
(C) A mandatory staff meeting address delivered by the Head of School to all department heads and faculty members.
(D) Administrative instructions passed from the Vice-Principal to the Laboratory Assistant regarding equipment maintenance.

97. What is the primary function of an 'Aquittance Roll' maintained in school administration?
(A) To record student cumulative academic marks, continuous assessment grades, and overall report card performance.
(B) To obtain employee receipts acknowledging payment of salaries, stipends, or allowances.

Downloaded from www.pdf.tube

within the control of the school.
II. Weaknesses are internal negative factors that hinder institutional goals.
III. Opportunities are external trends or conditions that the school can exploit to its advantage.
IV. Threats are internal budgetary deficits controlled directly by the Vice-Principal.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

129. A school Principal notices that during staff meetings, senior teachers dominate discussions while newly recruited teachers remain silent despite having valuable perspectives. To ensure equal participation and generate creative solutions for school events, the Principal writes a problem on the board, asks each member to write down ideas anonymously on cards, collects and displays all cards, and then facilitates group discussion on each idea.
Which decision-making / group technique is the Principal utilizing?
(A) Autocratic Mandate
(B) Nominal Group Technique
(C) Brainstorming without Structure
(D) Unilateral Directive

130. In Douglas McGregor's motivation theory, a manager who adopts 'Theory X' assumptions will most likely display which administrative behavior?
(A) Maintaining tight supervision, close control, and coercive threats.
(B) Delegating substantial decision-making authority and operational autonomy to classroom teachers.
(C) Encouraging employee self-direction and providing high professional autonomy across departments.
(D) Promoting decentralized collaborative work units and shared decision-making processes.

131. Which of the following sequence of steps accurately reflects the implementation of Total Quality Management (TQM) in an educational institution?
I. Top management commitment and quality vision formulation
II. Comprehensive staff training on quality tools and continuous improvement principles
III. Process mapping and identification of customer (student/parent) requirements
IV. Continuous monitoring, evaluation, and feedback loops for ongoing refinement
(A) I, II, III, IV
(B) II, I, IV, III
(C) I, III, II, IV
(D) III, I, II, IV

132. Under the RTE Act, 2009, how often is the School Management Committee (SMC) typically required to meet?
(A) Once every week
(B) At least once a month
(C) Once every year
(D) Only once in its three-year tenure

133. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Clinical supervision is an effective model for professional growth because it involves collaborative, non-threatening observation and analytical feedback between supervisor and teacher.
Reason (R): Clinical supervision is designed to replace internal classroom teaching with external digital video recording modules without teacher involvement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

134. Which of the following is an example of 'Diagonal Communication' in a school setting?
(A) A Vice-Principal directly issuing administrative circulars and instructional compliance guidelines to regular TGT classroom teachers.
(B) A TGT Computer Science teacher consulting the Accounts Officer regarding hardware project budget allocation.
(C) A TGT subject teacher formally submitting a personal casual leave application through proper administrative channels to the Vice-Principal.
(D) A PGT Science teacher discussing interdisciplinary academic research projects with another PGT Humanities teacher during planning hours.

MCQGPT

Improvement)
(C) Fishbone / Cause-and-Effect Diagram
(D) Force Field Analysis

105. A Principal wants to analyze the root causes of declining student performance in Senior Secondary Board Examinations. Which quality tool, also known as an Ishikawa diagram, is best suited for this purpose?
(A) Statistical Pareto Analysis Chart Framework
(B) Project Scheduling Gantt Chart Diagram
(C) Cause-and-Effect (Fishbone) Diagram
(D) Process Monitoring Statistical Control Chart

106. Given below are two statements:
Statement I: Mentoring is a long-term developmental partnership focused on overall career and personal growth.
Statement II: Coaching is typically a shorter-term engagement focused on developing specific skills or performance goals.
(A) Statement I is correct, but Statement II is incorrect
(B) Statement I is incorrect, but Statement II is correct
(C) Both Statement I and Statement II are correct
(D) Both Statement I and Statement II are incorrect

107. Which of the following represents a primary function of Supervision in schools?
(A) Enforcing legal judicial prosecution and financial penalties against defaulting institutional vendors.
(B) Formulating national macroeconomic monetary policies and interest rate frameworks for central banks.
(C) Auditing central government public revenue accounts and national treasury expenditure disbursements.
(D) Providing professional guidance, improving instruction, and upgrading educational processes.

108. In Maslow's Need Hierarchy, providing job security, pension benefits, and a safe working environment to school staff satisfies which category of needs?
(A) Physiological Needs
(B) Safety and Security Needs
(C) Social / Belongingness Needs
(D) Self-Actualization Needs

109. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Delphi Technique avoids the influence of dominant personalities in group decision-making.
Reason (R): Participants in a Delphi process interact face-to-face in open public debates to reach consensus.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

110. Which management function involves comparing actual operational performance against established standards and taking corrective measures when deviations occur?
(A) Strategic Planning Process
(B) Administrative Directing Function
(C) Structural Organizing Activity
(D) Controlling

111. What is the primary focus of 'Instructional Leadership' as opposed to general managerial leadership in a school?
(A) Direct involvement in curriculum planning, pedagogical monitoring, teacher growth, and student outcomes.
(B) Managing external commercial transport contracts, vehicle maintenance schedules, and daily school bus routes.
(C) Interacting exclusively with central and state government tax auditors regarding institutional tax filings.
(D) Supervising civil masonry building construction work, infrastructure repairs, and physical campus expansion.

112. Which of the following is a key requirement of a Service Book maintained for government school employees?
(A) It is kept in the personal custody of the employee and brought to school only for annual administrative inspection by the principal.
(B) It records every event in the employee's official career, including appointments, leaves, promotions, and service verifications.
(C) It contains subjective evaluations and personal feedback ratings submitted annually by elected student council representatives.

Click Here to Buy book on Amazon

(D) It is permanently destroyed and incinerated after five years of continuous government service by the education department.

113. In the context of conflict management, 'Avoiding' style is characterized by:
(A) High assertiveness and high cooperativeness
(B) Low assertiveness and low cooperativeness
(C) High assertiveness and low cooperativeness
(D) Low assertiveness and high cooperativeness

114. A Principal receives complaints about friction between the exam committee and class teachers regarding mark entry deadlines. Rather than picking sides or issuing punitive threats, the Principal facilitates a collaborative session where both parties redefine workflow deadlines and streamline digital mark entry portals. This approach is an example of:
(A) Collaborative Win-Win Problem Solving
(B) Coercive Power Assertion and Mandate Enforcement
(C) Passive Conflict Avoidance and Ignorance Strategy
(D) Subversive Arbitrary Intervention Procedure

115. What does the acronym 'OCTAPACE' stand for in organizational culture and HRD climate studies?
(A) Organization, Communication, Training, Assessment, Planning, Action, Control, Evaluation
(B) Operational, Creative, Tactical, Authority, Position, Appraisal, Climate, Ethics
(C) Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, Experimentation
(D) Order, Compliance, Teamwork, Assessment, Performance, Autonomy, Culture, Execution

116. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective delegation requires the Principal to grant freedom of action to subordinates within defined limits.
Reason (R): Delegation relieves the Principal of ultimate legal accountability for administrative lapses committed by staff.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

117. Which of the following is NOT a recognized mechanism of HRD in educational organizations?
(A) Systematic Performance Appraisal and Constructive Feedback Mechanisms
(B) Comprehensive Continuous Professional Training and Executive Development
(C) Arbitrary Wage Withholding and Public Humiliation
(D) Structured Career Planning, Pathing, and Peer Mentoring

118. Which of the following statements regarding 'Institutional Planning' is INCORRECT?
(A) It takes into account the specific context, needs, and available resources of the individual school.
(B) It is a rigid, top-down plan imposed uniformly across all schools nationwide without modification.
(C) It promotes involvement of teachers, parents, and local community members in institutional development.
(D) It aims at continuous improvement of educational quality and physical facilities in the school.

119. In a government school, the Cash Book must be checked and signed by the Head of School/DDO at what frequency?
(A) Annually at the close of the financial year during formal administrative stock verification audits.
(B) Once every five years during external statutory audit conducted by government financial inspectors.
(C) Only when a severe financial discrepancy or accounting fraud is officially reported by school staff.
(D) Monthly at the close of every calendar month, after verifying daily closing balances.

120. Consider the following statements regarding 'Transactional Leadership':
I. Transactional leaders motivate followers by appealing to their self-interests through contingent reward systems.
II. Transactional leaders focus on maintaining stability and enforcing rule compliance.
III. Transactional leaders use management-by-exception to intervene only when performance standards are breached.
IV. Transactional leaders focus on transforming

MCQGPT

the core moral values and mission of the organization.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

121. A newly appointed Principal joins a school where academic results have been consistently poor and teacher absenteeism is high. The Principal spends the first month holding individual meetings with teachers to understand their difficulties, establishing clear performance expectations, introducing peer-mentoring groups, and recognizing small improvements publicly during staff meetings. Within two academic sessions, school culture shifts towards academic excellence and high morale.
Which leadership approach did the Principal primarily demonstrate in transforming this institution?
(A) Rigid Autocratic Bureaucracy and Strict Rule Enforcement
(B) Laissez-Faire Avoidance Leadership and Administrative Inaction
(C) Transformational and Instructional Leadership
(D) Pure Transactional Management-by-Exception Approach

122. Under statutory educational provisions, who serves as the ex-officio Secretary of the Managing Committee of a recognized private/aided school, responsible for executing administrative decisions?
(A) The Head of the School / Principal
(B) The District Magistrate
(C) The President of the Parent-Teacher Association
(D) The Director of Education directly

123. Which of the following is an INCORRECT match between HRD Interventions and their operational descriptions?
(A) Technical / Task Intervention — Job redesign, workflow simplification, and introduction of modern instructional technologies
(B) Human Process Intervention — Team building, sensitivity training, and intergroup conflict resolution
(C) Strategic Intervention — Long-term visioning, organizational culture alignment, and structural transformation
(D) Financial Arbitrage Intervention — Speculative investment of government provident funds into private stock equity

124. In Blake and Mouton's Managerial Grid, a leader who demonstrates low concern for production (1) and high concern for people (9) adopts which leadership style?
(A) Impoverished Management
(B) Country Club Management
(C) Authority-Compliance Management
(D) Team Management

125. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In effective organizational communication, feedback is necessary to complete the communication loop.
Reason (R): Feedback allows the sender to verify whether the intended message was correctly decoded and understood by the receiver.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Which type of supervision focuses on creating an environment that encourages creative pedagogical expression and original instructional initiatives by teachers?
(A) Corrective Supervision
(B) Coercive Supervision
(C) Inspectional Supervision
(D) Creative Supervision

127. In educational management, 'Matrix Organizational Structure' combines which two forms of departmentalization?
(A) Functional Departmentalization and Project Departmentalization
(B) Line Structure Departmentalization and Autocratic Bureaucratic Command Structure
(C) Laissez-faire Operational Structure and Decentralized Administrative Bureaucracy
(D) Informal Social Organization Structure and External Audit Inspection Structure

128. Consider the following statements regarding the 'SWOT Analysis' tool in school planning:
I. Strengths are internal positive attributes

Downloaded from www.pdf.tube

(C) To log all daily external visitors, vendors, and parents entering the institutional school premises.
(D) To record daily mid-day meal ingredient inventory balances, kitchen expenditures, and food stock receipts.

98. Which of the following forms a key component of 'Kaizen' as applied to Quality Assurance in school management?
(A) Continuous, incremental small-step improvements involving all organizational members.
(B) Large-scale, disruptive, sporadic administrative restructuring conducted every decade across all operational departments.
(C) Strict reliance on external penal audits and coercive disciplinary measures against teaching and administrative staff.
(D) Complete abolition of student assessment mechanisms and standardized evaluation procedures across the institution.

99. In an educational institution undergoing technological change, staff members resist adopting smartboard technology due to fear of incompetence. Which change management strategy is most appropriate for the Principal to deploy first?
(A) Coercion and threat of immediate termination
(B) Ignoring the resistance and canceling technology integration completely
(C) Training, education, and supportive capacity building
(D) Issuing salary deductions to non-compliant staff

100. Consider the following statements regarding the School Management Committee (SMC) under RTE Act, 2009:
I. SMC is mandatory for all non-minority government and government-aided schools.
II. Elected local authority representatives and school teachers are included in its composition.
III. The Head of School acts as the Member Secretary of the SMC.
IV. SMC members receive a monthly government salary for attending meetings.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

101. Which of the following is an INCORRECT pair regarding leadership style and its fundamental characteristic?
(A) Autocratic Leadership — Centralized decision-making with little or no input from subordinates
(B) Democratic Leadership — Participative decision-making and collaborative problem-solving
(C) Laissez-Faire Leadership — High leader control with strict operational oversight
(D) Transformational Leadership — Inspiring followers to transcend self-interest for organizational vision

102. In educational management, 'Span of Control' refers to:
(A) The total physical land area in square meters covered by the school playground, sports facilities, and surrounding campus grounds.
(B) The maximum number of subordinates an administrator can directly manage effectively.
(C) The total legal duration and tenure of a Principal's official administrative appointment within the education department.
(D) The statutory administrative jurisdiction of a State Education Department over affiliated private non-aided institutions.

MCQGPT

103. Which of the following factors generally narrows the effective 'Span of Control' for a Head of Institution?
(A) Highly routine, repetitive, and standardized nature of subordinates' daily administrative work.
(B) Highly competent, self-directed, professionally trained, and experienced teaching staff members.
(C) Excellent automated digital communication channels and streamlined operational reporting systems.
(D) Complex, non-routine tasks requiring continuous supervisor guidance and coordination.

104. In total quality management, Philip Crosby is best known for introducing which quality concept?
(A) Zero Defects and Quality is Free
(B) Quality Trilogy (Planning, Control,

135. What is the main characteristic of an 'Open School Climate' as defined by Halpin and Croft?
(A) High teacher hindrance, low professional morale, extreme bureaucratic pressure, and autocratic administrative leadership.
(B) Complete absence of institutional administrative rules, total lack of governance structure, and extreme organizational chaos.
(C) Rigid operational focus on routine paperwork coupled with distant, cold, and detached administrative leadership from the head.
(D) High teacher satisfaction, high esprit de corps, low hindrance, and authentic leadership from the principal.

136. A Vice-Principal is preparing a proposal for the annual staff training budget. In aligning the training programs with HRD goals, which of the following focus areas will yield the highest impact on pedagogical quality?
(A) Specialized workshops on active learning pedagogy, subject mastery, and inclusive education.
(B) Mandatory training on advanced administrative filing, archiving procedures, and office record upkeep for all teaching staff.
(C) Conducting mass institutional training sessions for classroom teachers regarding external commercial real estate investments.
(D) Standardized technical training for educators on physical school building masonry maintenance and campus infrastructure repairs.

137. Which of the following is an INCORRECT pair regarding administrative management concepts and their associated descriptions?
(A) Scalar Chain — Formal line of administrative authority extending directly from the highest executive rank down to the lowest operational level
(B) Unity of Direction — Establishing one head and one unified action plan for a group of organizational activities having the exact same objective
(C) Centralization — Distributing complete decision-making authority to the lowest operational level.
(D) Esprit de Corps — Promoting team spirit, mutual harmony, and strong unity of purpose within the institutional workforce

138. Consider the following statements regarding 'Competency Mapping' in school HRD:
I. It involves identifying knowledge, functional skills, and behavioral competencies required for specific school roles.
II. It helps in conducting objective performance appraisals based on defined competency standards.
III. It is used to identify professional development and training needs of educators.
IV. It is used exclusively to determine physical height and weight standards of staff.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

139. A Principal is faced with a situation where two senior PGTs are competing intensely for the post of Examination In-charge, causing disruption in school coordination. The Principal meets both teachers, explains that the school needs a split structure where one handles internal continuous assessments while the other oversees external board conduct, assigning clear distinct responsibilities to both.
Which conflict management strategy has the Principal effectively deployed?
(A) Conflict Suppression through Direct Executive Force
(B) Passive Administrative Avoidance and Indifference
(C) Arbitrary Immediate Dismissal of Both Contending Teachers
(D) Structural Redesign and Goal Realignment

140. What is the fundamental premise of 'Hersey and Blanchard's Situational Leadership Theory'?
(A) Leadership style should remain strictly fixed, rigid, and unyielding regardless of changing situational factors.
(B) Leadership style must adapt to the readiness and maturity level of followers.
(C) Effective leaders are born with inherent, unchangeable genetic personality traits that guarantee organizational success.
(D) Institutional followers must adapt completely and unconditionally to the leader's immutable personal style.

141. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Click Here to Buy book on Flipkart

school Principals.
(C) Over-abundance of specialized teacher training institutes operating within local school premises.
(D) Complete absence of official government administrative guidelines regarding personnel management.

83. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Investing in teacher HRD mechanisms directly impacts the quality of education provided to students.
Reason (R): Teachers are the core operational agents in schools; enhancing their competence, motivation, and professional commitment improves classroom pedagogical processes and learning outcomes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

84. NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) launched by the Ministry of Education in India is a major national intervention aimed at:
(A) Executing direct cash transfer of performance bonuses to all permanent government teachers nationwide.
(B) Systematically privatizing existing government school infrastructure and campus operations across states.
(C) Computerizing pension payment calculations and gratuity disbursements for retired senior educators.
(D) Building capacity of teachers and school heads to improve elementary learning outcomes.

85. The National HRD Network (NHRDN) in India is primarily:
(A) A statutory constitutional court established under the Indian Constitution to judge administrative labor disputes.
(B) A registered national teacher union operating under statutory provisions.
(C) An autonomous professional body committed to promoting the HRD movement and capabilities.
(D) A specialized administrative wing of the Ministry of Finance dealing with direct national tax collections.

86. Which of the following is an INCORRECT pair regarding motivation theorists and their corresponding concepts?
(A) Abraham Maslow — Hierarchy of Human Needs
(B) Douglas McGregor — Expectancy Theory of Motivation
(C) Frederick Herzberg — Two-Factor (Hygiene-Motivator) Theory
(D) Victor Vroom — Valence-Instrumentality-Expectancy Framework

87. In Herzberg's model, addressing 'Hygiene Factors' (such as basic pay, physical working conditions, and company policy) will:
(A) Directly generate extreme long-term intrinsic job motivation, high enthusiasm, and ultimate workplace satisfaction.
(B) Lead directly to immediate self-actualization and complete goal achievement of all organizational employees.
(C) Completely eliminate the ongoing institutional requirement for continuous professional staff development programs.
(D) Prevent job dissatisfaction, but will not necessarily create high work motivation.

MCQGPT

88. Consider the following statements regarding 'Democratic Supervision' in educational management:
I. Democratic supervision respects the professional personality and autonomy of teachers.
II. Democratic supervision is cooperative, consultative, and emphasizes group decision-making.
III. Democratic supervision views the supervisor as an infallible dictator whose word is final.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

89. A Principal notices that student attendance in Class X drops significantly during pre-board preparation weeks. The Principal analyzes attendance trends, holds discussions with class teachers, student representatives, and parents, and modifies the schedule to offer remedial

(B) Managing organizational activities strictly through sudden penal inspections and administrative threats without setting clear goals.
(C) Joint formulation of measurable goals by superiors and subordinates, followed by periodic progress evaluation.
(D) Setting routine administrative performance goals exclusively for non-teaching support staff across school departments.

MCQGPT

150. A newly appointed Head of School observes that administrative decisions are often delayed because minor operational matters require personal sign-off by the Head. To optimize school functioning, the Head establishes standard operating procedures, grants Vice-Principals and Teacher-in-Charges authority to sanction routine short leave and manage internal daily substitution, while retaining authority over major policy and financial decisions.
Which management principle did the Head of School apply to improve administrative efficiency?
(A) Principle of Complete Operational Centralization
(B) Principle of Delegation of Authority
(C) Principle of Laissez-Faire Administrative Non-Intervention
(D) Principle of Total Bureaucratic Structural Suppression

****

ANSWERS

1. (B) Luther Gulick and Lyndall Urwick
Luther Gulick and Lyndall Urwick introduced the acronym POSDCORB in their 1937 paper to describe the core functions of executive management. It synthesizes foundational organizational activities: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. This framework established a systematic structure for administrative processes across public administration and educational management frameworks worldwide.

2. (A) Organising
Organizing within educational management establishes formal structural arrangements, defining specific tasks, administrative roles, and supervisory authorities to coordinate institutional efforts. It ensures structured workflows by subdividing major operational responsibilities into manageable departments or units. Through clear relationships and functional divisions, institutions facilitate effective coordination, seamless communication, and systematic resource allocation to achieve predefined educational objectives.

3. (C) Administration focuses on policy formulation and goal determination, while management deals with policy execution and goal achievement.
Educational administration operates at a higher conceptual level concerned primarily with formulating broad policies, establishing overarching goals, and establishing governance rules for educational systems. In contrast, educational management represents the operational domain responsible for executing established policies, directing daily institutional activities, allocating resources efficiently, and ensuring the actual realization of administrative goals.

4. (D) Every employee should receive operational orders from and be directly accountable to only one immediate supervisor.
The administrative principle of Unity of Command dictates that every organizational member must receive instructions from and report directly to a single superior. In educational institutions, adherence to this principle eliminates conflicting instructions from multiple supervisors, minimizes workplace ambiguity, maintains clear lines of accountability, and ensures streamlined operational coordination among teaching and non-teaching personnel.

5. (A) I, II, III, IV
Institutional planning follows a logical administrative progression starting with evaluating available internal resources and baseline institutional needs. Once conditions are clear, specific operational objectives are formulated to address identified priorities. Scheduled action plans are then implemented across relevant departments. Finally, systematic evaluation of outcomes occurs, enabling continuous feedback integration to refine subsequent planning cycles.

6. (A) Statement I is correct, but Statement II is incorrect
Institutional planning is inherently a bottom-up educational approach originating at the individual school level to address specific institutional needs through localized resource utilization. Because it relies heavily on participatory decision-making by local stakeholders, it directly addresses unique contextual requirements rather than relying on uniform, top-down centralized mandates that often ignore site-specific educational realities.

7. (A) Both A and R are true and R is the correct explanation of A
Institutional planning maximizes local resource utilization because it is directly formulated by the immediate school community through realistic appraisals of existing infrastructure and human capabilities. By grounding objectives in local realities, stakeholders create tailored development plans that optimize resource efficiency, eliminate unnecessary waste, and enhance institutional performance without depending solely on external administrative interventions.

8. (A) Intelligence Activity
Herbert Simon proposed three primary phases in decision-making: Intelligence, Design, and Choice. The Intelligence Activity phase involves

Downloaded from www.pdf.tube

scanning the operational environment to identify conditions, problems, or opportunities requiring administrative decisions. Administrators collect data, analyze institutional trends, and diagnose underlying issues during this initial exploratory phase to lay the foundation for developing viable alternative solutions.

9. (C) Delphi Technique
The Delphi Technique gathers expert consensus through multiple rounds of structured, anonymous questionnaires administered by a facilitator. Panelists review summarized feedback from previous rounds and refine their views independently without direct face-to-face interaction. This systematic process eliminates social pressure, dominant personality bias, and groupthink, yielding reliable consensus for complex educational forecasting and strategic planning.

10. (A) Participative Decision-Making Model
Participative decision-making engages key institutional stakeholders in identifying problems, designing solutions, and formulating operational strategies. By forming a joint task force of tech-savvy and senior educators to co-design the ICT framework, the principal fosters shared ownership, addresses professional anxieties directly, reduces resistance to change, and ensures sustained commitment during pedagogical innovation implementation.

11. (C) A is true but R is false
Effective administrative delegation reduces operational overhead for principals while fostering professional development among staff by granting decision-making autonomy over specific tasks. However, delegation does not transfer ultimate legal responsibility away from the principal. While operational authority and duties are delegated to subordinates, the principal remains fully accountable to governing bodies for overall institutional outcomes.

12. (B) Principle of Parity of Authority and Responsibility
The Principle of Parity of Authority and Responsibility asserts that the authority granted to a subordinate must match the responsibility assigned to them. Assigning duties without adequate administrative authority prevents staff from executing tasks effectively, while granting excessive authority without proportional responsibility leads to organizational inefficiency, arbitrary decision-making, and misuse of institutional power.

13. (C) Line Organization
A Line Organization features a direct, uninterrupted vertical chain of authority extending from the top executive down to operational personnel. Instructions flow strictly downward while accountability moves directly upward along a single administrative line. This classical structural model provides clear authority relationships, unambiguous supervisory boundaries, rapid decision-making, and strict organizational discipline across educational management hierarchies.

MCQGPT

14. (D) Principle of Maximum Fatigue — Scheduling abstract mathematics continuously during the final afternoon periods
Principles of timetable construction focus on minimizing cognitive fatigue and optimizing student concentration throughout the school day. Abstract, mentally demanding academic subjects like mathematics are best scheduled during earlier periods when mental alertness is high. Scheduling demanding subjects during late afternoon periods when student fatigue peaks violates sound pedagogical principles and severely impairs learning efficiency.

15. (A) Mathematics and Physics
Educational psychology indicates that cognitive alertness and mental capacity peak during early morning hours. Consequently, master school timetables allocate mentally demanding subjects requiring abstract reasoning, problem-solving, and intense concentration, such as Mathematics and Physics, to early morning periods. Lighter co-curricular activities, physical education, and practical sessions are scheduled during afternoon periods to manage fatigue.

16. (A) I and II only
Total Quality Management in education emphasizes continuous process improvement, active prevention of quality flaws, and comprehensive stakeholder satisfaction. Internal customers include students and faculty, whereas external customers include parents, employers, and society. Quality responsibility is not limited strictly to top management; rather, TQM requires total commitment and active participation from all personnel across the organization.

culture, cultivate a healthy interpersonal climate, and enhance institutional adaptive capacity. By fostering collaborative frameworks, open communication, and organizational alignment, HRD enables schools to adapt effectively to educational reforms, technological advancements, and changing societal needs.

70. (B) Collaboration, mutual support, synergy, and effective inter-departmental teamwork.
Team-level HRD in educational institutions builds collaborative relationships, mutual trust, and effective inter-departmental teamwork. By encouraging joint lesson planning, interdisciplinary projects, and shared problem-solving, team HRD creates synergy across teaching faculties, eliminates professional isolation, and improves overall organizational coordination to achieve institutional learning objectives.

71. (A) Both A and R are true and R is the correct explanation of A
A supportive HRD climate directly enhances teacher job satisfaction and commitment by fostering a positive professional environment. This climate relies on the OCTAPACE values: Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, and Experimentation. Practicing these core values cultivates mutual trust, encourages innovation, and boosts morale, resulting in improved educational delivery.

72. (A) Proaction
In the OCTAPACE framework developed by T. V. Rao, 'P' stands for Proaction. Proaction encourages employees to take initiative, anticipate future institutional challenges, and act pre-emptively rather than reacting passively to problems after they arise. In schools, proactive behavior leads to innovative pedagogical strategies and preventive administrative problem-solving.

73. (C) Facing problems and challenges openly to find effective solutions rather than avoiding them.
Within the OCTAPACE HRD culture framework, Confrontation means directly addressing operational challenges, interpersonal conflicts, and performance issues rather than ignoring or evading them. It promotes constructive, transparent dialogue to diagnose underlying causes and collaborate on effective solutions, maintaining institutional trust and operational clarity within the school community.

74. (A) Decisions are made covertly, and staff feel distrusted and hesitant to express genuine opinions.
A poor HRD climate is characterized by covert decision-making, widespread mutual distrust, high defensiveness, and fear of expressing authentic opinions. When staff members feel excluded from institutional processes and fear punitive reactions to feedback, institutional morale declines, professional growth stalls, and open collaboration disappears across school departments.

75. (A) I, II, and III only
Top institutional management plays a critical role in HRD by modeling continuous learning, offering constructive feedback, coaching educators, and creating clear opportunities for professional growth. Complete abandonment of leadership oversight without accountability is a management failure rather than constructive delegation, making statement IV incorrect in an effective HRD framework.

76. (B) Identifying knowledge, skills, attitudes, and behaviors required for teaching and administrative roles.
Competency mapping is the systematic process of identifying and defining the specific knowledge, operational skills, attitudes, and behavioral traits required to perform educational and administrative roles effectively. It establishes objective baseline profiles for roles, enabling precise performance evaluation, targeted training design, and strategic workforce planning within schools.

77. (C) It provides a clear framework for identifying skill gaps and designing targeted training programs.
Competency mapping assists principals by providing a clear reference framework to evaluate teacher skill levels objectively against defined standards. By pinpointing specific instructional or technical competency gaps, administrators can design targeted professional development workshops and coaching interventions that directly address baseline skill deficits and elevate overall teaching quality.

Click Here to Buy book on Amazon

manage inclusive classrooms effectively. This proactive administrative intervention prevents instructional errors, reduces professional stress, and ensures smooth implementation of educational programs.

26. (A) Intensive classroom observation and collaborative feedback analysis between supervisor and teacher.
Clinical supervision, developed by Morris Cogan and Robert Goldhammer, is a teacher-centered model designed to improve classroom instruction through structured, direct observation. It emphasizes professional collaboration between supervisor and teacher across sequential stages, analyzing actual pedagogical performance through non-threatening discussion to encourage self-reflection, refine instructional delivery, and promote continuous professional growth.

27. (A) I, II, III, IV, V
The Clinical Supervision Cycle follows a systematic five-stage process starting with a Pre-observation Conference to establish goals and focus areas. The supervisor then conducts direct Classroom Observation, followed by Analysis and Strategy formulation to evaluate observational data. Next, a Post-observation Conference facilitates collaborative feedback, concluding with Post-conference Analysis to evaluate supervisory effectiveness.

28. (A) Both A and R are true and R is the correct explanation of A
Creative supervision encourages educators to experiment with innovative instructional methods without fearing punitive actions for initial missteps. It operates on the principle that professional autonomy, original experimentation, and reflective practice are essential for fostering educational excellence. Providing a supportive environment enables teachers to develop novel pedagogical solutions that enhance classroom engagement and student learning.

29. (C) Enhancing classroom teaching-learning processes and student academic achievement.
Academic supervision focuses specifically on improving instructional quality, curriculum delivery, and student learning experiences. Unlike administrative supervision, which handles routine operational management, academic supervision engages directly with teachers to refine pedagogical techniques, assess learning environments, evaluate curriculum outcomes, and foster professional growth to elevate student academic performance across educational institutions.

30. (D) Developmental Peer Mentoring
Developmental peer mentoring is a collaborative professional growth mechanism where an experienced educator guides a less experienced colleague in instructional techniques, lesson design, and classroom management. This non-evaluative partnership fosters mutual trust, facilitates knowledge transfer, enhances pedagogical confidence, and promotes reflective teaching practices within a supportive institutional learning community.

31. (A) Trait Theory
Trait Theory represents an early leadership approach proposing that effective leaders possess inherent physical, cognitive, and personality characteristics that distinguish them from non-leaders. Early researchers focused on identifying universal traits like intelligence, self-confidence, determination, and sociability, assuming that leadership capacity is largely innate rather than acquired through learning or experience.

32. (B) Initiating Structure and Consideration
The Ohio State Leadership Studies identified two independent dimensions of leadership behavior: Initiating Structure and Consideration. Initiating Structure reflects the degree to which a leader defines task roles, organizes work processes, and establishes formal operational goals. Consideration describes the extent to which a leader fosters mutual trust, open communication, respect, and supportive relationships with subordinates.

33. (B) Authority-Compliance Task Management (9,1)
On Blake and Mouton's Managerial Grid, a (9,1) orientation represents Authority-Compliance Task Management, characterized by maximum concern for production and minimum concern for people. Leaders utilizing this style treat human needs as secondary to operational output, enforcing strict compliance, centralized control, and task efficiency through dictatorial management and tight administrative oversight.

MCQGPT

17. (B) W. Edwards Deming
W. Edwards Deming popularized the Plan-Do-Check-Act cycle, a foundational continuous improvement model widely applied in organizational quality assurance. The cycle guides systematic quality management through planning process improvements, executing small-scale implementations, checking and evaluating operational outcomes, and acting to standardize successful modifications or refine procedures across educational institutions.

18. (A) Both A and R are true and R is the correct explanation of A
SWOT analysis enables school leaders to develop strategic institutional plans aligned with internal capabilities and external environments. Strengths and weaknesses represent internal organizational factors within institutional control, whereas opportunities and threats arise from external societal, technological, or regulatory environments. Understanding this fundamental distinction allows administrators to formulate strategies that leverage internal capabilities against external conditions.

19. (C) WO Strategy (Mini-Maxi)
In SWOT matrix planning, a WO strategy focuses on overcoming internal weaknesses by taking advantage of external opportunities. Employing local industry IT experts as contract mentors addresses the school's internal lack of qualified computer science personnel by directly leveraging the surrounding technology hub's resources, thereby transforming internal capacity deficits into institutional strengths.

20. (D) School Log Book
The School Log Book is an official permanent record kept by the head of the institution to record notable administrative events, official visits by inspectors, significant institutional achievements, and extraordinary incidents occurring on campus. It serves as an authentic historical record of institutional life, maintaining administrative continuity and providing historical documentation for future reference.

21. (C) Stock Register (Permanent)
The Permanent Stock Register is an official accounting record maintained to log all non-consumable physical assets acquired by an educational institution, including laboratory apparatus, office furniture, sports equipment, and computer hardware. It details procurement dates, costs, quantities, and asset conditions, ensuring proper asset tracking, financial accountability, and periodic physical verification during administrative audits.

22. (B) To record the continuous comprehensive growth profile and educational development of the student
A Cumulative Record Card provides a comprehensive, continuous record of an individual student's developmental journey throughout their schooling. It compiles longitudinal data regarding academic achievement, cognitive growth, personality traits, health records, attendance patterns, co-curricular achievements, and social behavior, offering educators holistic insight to guide personalized academic instruction and counseling interventions.

23. (D) Inspection focuses on fault-finding and compliance enforcement, while supervision provides professional guidance and instructional support.
Traditional inspection operates primarily as an autocratic, administrative exercise centered on fault-finding, authoritarian rule enforcement, and external compliance checks. In contrast, modern educational supervision represents a collaborative, democratic process focused on professional guidance, capacity building, instructional support, and classroom process improvement aimed at enhancing teaching quality and student learning outcomes.

24. (A) Corrective Supervision
Corrective supervision identifies pedagogical errors, classroom management flaws, or instructional deficiencies after they occur and offers remedial measures. Supervisors observe instructional sessions, identify specific areas needing improvement, and provide immediate constructive feedback to help teachers correct procedural mistakes, refine teaching methods, and restore effective instructional standards within the learning environment.

25. (C) Preventive Supervision
Preventive supervision anticipates potential instructional or classroom management challenges and addresses them proactively before problems emerge. Conducting preparatory pedagogical workshops prior to the academic session equips teachers with strategies to

Downloaded from www.pdf.tube

43. (D) Theory X assumes individuals dislike work and need direction, while Theory Y views work as natural and employees as self-directed.
Douglas McGregor's Theory X assumes that individuals inherently dislike work, avoid responsibility, and require strict control, direction, and coercion to achieve organizational goals. Conversely, Theory Y posits that employees view work as natural, possess intrinsic motivation, seek responsibility, and exercise self-direction when committed to organizational objectives, guiding administrative management styles accordingly.

44. (B) Expectancy, Instrumentality, and Valence
Victor Vroom's Expectancy Theory posits that motivation is a multiplicative function of three key perceptions: Expectancy (belief that effort leads to performance), Instrumentality (belief that performance yields a specific outcome), and Valence (value assigned to the reward). If any of these three components is zero, total operational motivation drops to zero.

45. (C) Vroom's Expectancy Theory
The teacher's reasoning reflects Vroom's Expectancy Theory. High effort leading to improved performance demonstrates Expectancy, believing performance yields recognition illustrates Instrumentality, and placing high value on that recognition demonstrates Valence. Because all three components align positively, the teacher experiences strong motivation to design innovative lesson plans and improve instructional delivery.

46. (D) Downward Communication
Downward communication flows vertically from upper administrative levels to lower operational levels along the formal scalar chain. When a school principal issues official directives or guidelines to subject heads, information moves downward through administrative channels to communicate policy, provide operational instructions, outline standards, and coordinate academic tasks across departments.

47. (A) Horizontal Communication
Horizontal or lateral communication occurs between individuals or departments at the same organizational level within a hierarchy. When teachers from different academic disciplines collaborate directly regarding interdisciplinary STEM projects, they utilize horizontal communication to share ideas, coordinate schedules, align curriculum strategies, and integrate teaching activities without routing messages through administrative superiors.

48. (B) Grapevine
The grapevine is an informal, unofficial communication network that develops naturally from personal interactions and social relationships among organizational members. It operates outside formal administrative channels, transmitting information, news, and rumors rapidly throughout the institution. While unstructured, it provides valuable insights into employee perceptions, institutional morale, and workplace culture.

49. (A) Both A and R are true and R is the correct explanation of A
Filtering, selective perception, and emotional defensiveness create significant psychological barriers that distort organizational communication. Filtering specifically occurs when a sender intentionally manipulates information so the receiver views it more favorably. This selective presentation distorts factual realities, prevents transparent feedback, leads to administrative misunderstandings, and impairs effective decision-making across institutions.

50. (A) Collaborating
In the Thomas-Kilmann Conflict Mode Instrument, Collaborating reflects high assertiveness and high cooperativeness. Individuals using this style seek win-win solutions by addressing the underlying concerns of all involved parties openly. It involves active listening, mutual problem-solving, and joint exploration of alternatives to construct integrated solutions that satisfy all institutional stakeholders completely.

51. (C) Compromising
Compromising involves moderate assertiveness and moderate cooperativeness, aiming for a mutually acceptable resolution where both parties make concessions. By facilitating a discussion where the Mathematics and Sports departments adjust their preferred schedules to reach agreement, the principal applies a compromising conflict style, balancing departmental interests to resolve timetable disputes efficiently.

MCQGPT

52. (B) Unfreezing, Changing, and Refreezing
Kurt Lewin's Change Model consists of three sequential stages: Unfreezing, Changing (or Moving), and Refreezing. Unfreezing prepares the organization by breaking existing mindsets and status quo patterns. Changing involves adopting new behaviors, practices, or technologies. Refreezing institutionalizes these modifications into the organizational culture, establishing stability and preventing regression to former habits.

53. (C) Refreezing
The Refreezing stage in Kurt Lewin's Change Model focuses on stabilizing, reinforcing, and institutionalizing new behaviors or operational procedures into organizational norms. Once changes are successfully implemented, management establishes supportive policies, routines, and cultural practices during refreezing to lock in progress and prevent employees from reverting to old operational habits.

54. (B) Refreezing — Generating continuous chaos to dissolve existing institutional organizational structures permanently
In Kurt Lewin's Change Model, Refreezing aims to establish stability and embed new organizational practices into daily routines, rather than generating continuous chaos. Force Field Analysis identifies Driving Forces that encourage change and Restraining Forces that oppose it, seeking equilibrium when both forces balance out. Continuous administrative chaos disrupts institutional performance rather than stabilizing change.

55. (C) 50 hours
The National Education Policy (NEP) 2020 explicitly mandates that school teachers and heads complete at least 50 hours of Continuous Professional Development (CPD) annually. These structured professional development modules focus on foundational literacy, competency-based learning, inclusive education, innovative pedagogy, and digital technologies to drive continuous improvement in teaching quality across schools.

56. (A) To evaluate performance for promotion, career advancement, and professional development needs.
The Annual Performance Assessment Report (APAR) system serves as a systematic administrative mechanism to evaluate educator performance, accomplishments, and professional needs objectively. It provides factual data for career progression, promotions, and identifying specific professional development areas, ensuring administrative transparency, objective performance evaluation, and continuous quality enhancement within educational institutions.

57. (C) 360-Degree Appraisal
A 360-Degree Appraisal gathers multi-source performance feedback from diverse organizational perspectives, including administrative superiors, peers, self-evaluations, subordinates, and sometimes external stakeholders. In educational settings, this comprehensive evaluation provides a balanced, holistic view of an educator's leadership competencies, professional conduct, instructional effectiveness, and interpersonal relationships within the institutional community.

58. (A) I and II only
School Climate refers to the immediate atmosphere, interpersonal relationships, and shared perceptions experienced daily by stakeholders. School Culture represents deep-seated values, beliefs, traditions, and unwritten norms built over long periods. Statement III is false because climate is dynamic and malleable, whereas culture changes gradually over time rather than fluctuating on a daily basis.

59. (D) Andrew Halpin and Don Croft
Andrew Halpin and Don Croft developed the Organizational Climate Description Questionnaire (OCDQ) to measure social interactions and administrative climates in elementary schools. The OCDQ assesses principal behaviors and teacher interactions across specific dimensions, mapping institutional climates along a continuum ranging from highly functional Open climates to restrictive Closed climates.

60. (C) 75%
Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, mandates that at least 75 percent of School Management Committee (SMC) members must be parents or guardians of enrolled students. This provision ensures community ownership, participatory governance, and direct parental oversight of school functioning and resource utilization.

Click Here to Buy book on Flipkart

61. (C) At least 50%
The Right of Children to Free and Compulsory Education (RTE) Act, 2009, mandates that at least 50 percent of the total membership of every School Management Committee (SMC) must be women. This statutory requirement promotes gender inclusion, empowers female guardians, and ensures balanced representation of women in local school governance and decision-making processes.

62. (D) Conduct formal disciplinary proceedings and issue teacher dismissal orders
Under Section 21(2) of the RTE Act, 2009, statutory functions of the School Management Committee include monitoring school functioning, preparing the School Development Plan, and overseeing grant utilization. Conducting formal disciplinary proceedings or issuing dismissal orders against teachers fall under government administrative departments or school appointing authorities, not the statutory mandate of the SMC.

63. (A) Grants to be provided by the appropriate Government or local authority.
Under Section 22 of the RTE Act, 2009, the School Development Plan (SDP) prepared by the School Management Committee forms the operational basis for government grant allocations. The SDP outlines infrastructure needs, instructional requirements, and resource requirements, ensuring state funding aligns directly with the identified developmental priorities of individual schools.

64. (B) Involving parents and local authority representatives in SMC meetings to monitor school functioning and infrastructure needs.
Effective community participation under the RTE Act, 2009, requires active collaboration between school administration, parents, and local authority representatives within the School Management Committee. Involving these stakeholders in monitoring institutional functioning, evaluating infrastructure needs, and reviewing academic processes fulfills statutory obligations and fosters shared local ownership for sustainable school improvement.

65. (B) Developing employee competencies, dynamic potential, and capabilities continuously.
Human Resource Development (HRD) focuses on continuously developing organizational members' skills, knowledge, attitudes, and potential. In educational institutions, HRD creates structured learning opportunities, professional training programs, and supportive environments that enhance individual teacher capabilities, foster professional growth, and align employee potential with overall institutional improvement and educational success.

66. (A) HRM focuses on recruitment and compensation maintenance, whereas HRD focuses on continuous competency enhancement and growth.
Human Resource Management (HRM) is an overarching framework focused on administrative functions like recruitment, selection, compliance, and compensation administration. Human Resource Development (HRD) represents a developmental subset of HRM dedicated specifically to continuous competency enhancement, professional training, performance management, career planning, and organizational growth through targeted learning initiatives.

67. (A) Personnel Management → Human Resource Management → Human Resource Development
Management thought regarding workforce management evolved sequentially from administrative Personnel Management (focused on record-keeping, discipline, and rule compliance) to Human Resource Management (integrating personnel strategies with organizational goals), and ultimately to Human Resource Development (emphasizing continuous capability enhancement, continuous learning, dynamic competency development, and organizational growth).

68. (D) Helping teachers identify personal strengths, professional weaknesses, and growth potential.
At the individual level, Human Resource Development in schools focuses on empowering educators to understand their professional competencies, identify instructional weaknesses, and expand their capabilities. Through continuous self-assessment, targeted training, and reflective practice, individual HRD initiatives build teacher confidence, pedagogical competence, and motivation for sustained career excellence.

69. (C) Create a continuous learning culture, healthy climate, and high adaptive capacity.
At the organizational level, HRD in school systems seeks to build a continuous learning

Downloaded from www.pdf.tube

34. (A) I, II, and III only
Fiedler's Contingency Theory asserts that leadership effectiveness depends on matching a leader's style to situational favorableness. Situational favorableness is determined by three variables: Leader-Member Relations (degree of trust and respect), Task Structure (clarity of task guidelines), and Position Power (formal authority to reward or punish). Subordinate maturity is part of Hersey-Blanchard's model instead.

35. (C) Supporting (S3)
In Hersey and Blanchard's Situational Leadership Model, followers at Maturity Level M3 display high task competence but variable commitment or self-confidence. The recommended leadership style is Supporting (S3), which features low task directive behavior and high supportive relationship behavior. Leaders facilitate shared decision-making, offer encouragement, and build confidence without imposing tight task oversight.

36. (D) Telling / Directing Style (High Task, Low Relationship Orientation)
According to Hersey and Blanchard's model, when staff demonstrate low competence and low willingness, the principal must adopt a Telling or Directing style. This approach combines high task directive behavior with low relationship behavior, providing explicit operational instructions, defining precise roles, setting clear standards, and maintaining close supervision until baseline competencies develop.

37. (A) I and II only
Transactional leadership relies on exchange relationships, contingent rewards, and rule compliance to maintain stability. Transformational leadership inspires stakeholders through vision, intellectual stimulation, and individualized consideration to exceed expectations. Statement III is incorrect because transformational leaders actively reform organizational culture and drive institutional change, whereas transactional leaders focus on preserving current operational frameworks.

38. (C) A is true but R is false
Instructional leadership focuses directly on actions that enhance student learning, support effective curriculum delivery, and drive teacher professional development. The reason is false because instructional leaders do not spend the majority of their time on routine administrative tasks; instead, they prioritize classroom observation, pedagogical mentoring, and curriculum alignment to elevate school achievement.

39. (D) Financial Arbitrage and Asset Speculation
Philip Hallinger's Instructional Leadership Model outlines three major dimensions: Defining the School Mission, Managing the Instructional Program, and Promoting a Positive School Learning Climate. Financial arbitrage and asset speculation are external financial market activities completely unrelated to educational management, instructional supervision, curriculum implementation, or school climate improvement models.

40. (A) An interactive practice distributed across leaders, followers, and situational context.
James Spillane's Distributed Leadership Theory conceptualizes leadership as an interactive practice generated through the dynamic interaction of leaders, followers, and their situational environment. Rather than viewing leadership as a property held solely by a single formal administrator, it recognizes leadership functions as shared, fluid, and distributed across multiple individuals throughout the institutional network.

41. (C) Self-Actualization Needs
In Maslow's Hierarchy of Needs, self-actualization represents the highest level of psychological development. It refers to the human desire for self-fulfillment, personal growth, continuous learning, and the full realization of one's potential. Educators reaching this level strive for professional excellence, pedagogical mastery, creative innovation, and meaningful contributions to the educational community.

42. (A) Achievement and recognition
Herzberg's Two-Factor Theory distinguishes between Motivators and Hygiene factors. Achievement, professional recognition, challenging work, and responsibility represent intrinsic Motivator factors that directly generate positive job satisfaction and internal motivation. In contrast, working conditions, salary, and peer relations are extrinsic Hygiene factors that prevent job dissatisfaction but do not inherently drive performance motivation.

MCQGPT

78. (D) A planned, top-managed effort to increase organizational effectiveness using behavioral science interventions.
Organization Development (OD) is a long-term, planned effort managed from top leadership to enhance an institution's problem-solving capacity, health, and effectiveness using behavioral science knowledge. In schools, OD interventions improve organizational climate, group dynamics, alignment of institutional goals, and capacity to manage educational change effectively.

79. (A) Team Building Interventions
Team building interventions represent a classic Organization Development strategy designed to enhance interpersonal relationships, build mutual trust, clarify team roles, and foster collaborative problem-solving among staff members. In educational institutions, structured team building addresses departmental friction, improves cross-subject coordination, and builds a cohesive, high-performing professional school culture.

80. (B) Organization Development Intervention
Organizing retreat workshops and collaborative cross-subject planning to resolve inter-departmental rivalry represents an Organization Development intervention. By applying behavioral science principles to modify group interactions and build collaborative mindsets, the principal systematically improves institutional culture, breaks down professional silos, and aligns different faculties toward shared educational objectives.

81. (B) Individual Professional Development Intervention
An individual professional development intervention focuses on upgrading individual teacher capabilities in areas like pedagogical techniques, classroom management, and student assessment. By delivering targeted training and continuous coaching, this HRD intervention directly enhances classroom performance, boosts instructor self-efficacy, and improves student learning outcomes within individual classrooms.

82. (A) Bureaucratic inertia, rigid rules, and lack of dedicated HRD funding.
Major structural barriers to HRD implementation in government schools include bureaucratic inertia, rigid administrative regulations, hierarchical decision-making, and inadequate dedicated funding for professional development. These systemic constraints limit leadership autonomy, delay training initiatives, and reduce opportunities for continuous capability building among teaching and administrative personnel.

83. (A) Both A and R are true and R is the correct explanation of A
Investing in teacher HRD directly enhances the overall quality of education delivered to students. Teachers serve as the core operational agents in schools; systematically improving their pedagogical skills, motivation, and commitment directly enriches classroom interactions, elevates instructional quality, and yields measurable improvements in student academic outcomes.

84. (D) Building capacity of teachers and school heads to improve elementary learning outcomes.
NISHTHA is a comprehensive national capacity-building program launched by the Ministry of Education in India. It aims to train elementary school teachers and heads across foundational literacy, competency-based education, learner-centered pedagogy, social-emotional learning, and school leadership to transform classroom learning environments and improve educational outcomes nationwide.

85. (C) An autonomous professional body committed to promoting the HRD movement and capabilities.
The National HRD Network (NHRDN) is an autonomous, non-profit professional body dedicated to advancing the Human Resource Development movement in India. It serves as a knowledge-sharing platform for HR practitioners, academics, and institutions to promote HRD practices, enhance organizational capabilities, and drive professional human capital development nationwide.

86. (B) Douglas McGregor — Expectancy Theory of Motivation
Douglas McGregor is famous for developing Theory X and Theory Y, which describe contrasting assumptions about workforce motivation. Expectancy Theory was formulated by Victor Vroom, who conceptualized motivation as a function of Expectancy, Instrumentality, and Valence. Linking McGregor directly to Expectancy Theory constitutes an incorrect historical pairing.

Click Here to Buy book on Amazon

postal communications, and administrative circulars. Recording details like sender info, receipt dates, and reference numbers ensures systematic documentation, prevents record loss, and maintains transparent administrative tracking.

143. (A) Despatch Register / Outward Register
The Despatch Register, or Outward Register, logs all outgoing communications, formal notices, and official letters issued by the school to external authorities, parents, or government departments. Maintaining this register provides audit-ready documentation of official correspondence, ensures administrative accountability, and verifies dispatch dates for statutory compliance.

144. (B) Total Quality Management
The acronym TQM stands for Total Quality Management, an integrative organizational management strategy focused on continuous process improvement, comprehensive stakeholder satisfaction, and total quality commitment across all departments. Applied to education, TQM enhances curriculum delivery, administrative operations, institutional climate, and overall student learning outcomes through systematic quality assurance.

145. (B) Value or strength of preference for a particular outcome.
In Victor Vroom's Expectancy Theory, Valence refers to the value or strength of an individual's preference for a specific outcome or reward. If an educator highly values institutional recognition or career advancement, the valence associated with that reward is high, significantly increasing their motivation to achieve operational performance standards.

146. (A) Assessing changes in teacher classroom pedagogical practice and student FLN outcomes.
Assessing observable changes in teacher pedagogical practices and measuring student Foundational Literacy and Numeracy (FLN) achievement outcomes provides the most direct evidence of HRD training impact. Evaluating actual classroom application and learning improvements verifies whether professional development successfully enhanced instructional effectiveness and educational quality.

147. (A) I and II only
Distributed leadership conceptualizes leadership as a collective, interactive practice shared across multiple individuals rather than concentrated in a single executive. It promotes teacher leadership and collaborative decision-making. Statement III is incorrect because distributed leadership does not remove statutory or legal accountability from the designated Head of School.

148. (D) Creating awareness of the need for change and breaking existing status quo habits.
The Unfreezing stage in Kurt Lewin's Change Model focuses on creating awareness about the necessity for institutional change and breaking existing status quo mindsets. By destabilizing complacent operational habits and demonstrating gaps in current practices, unfreezing reduces organizational resistance and prepares stakeholders to adopt new educational approaches.

149. (C) Joint formulation of measurable goals by superiors and subordinates, followed by periodic progress evaluation.
Management by Objectives (MBO), popularized by Peter Drucker, involves collaborative goal-setting where supervisors and subordinates jointly establish specific, measurable performance objectives. Regular progress evaluations assess achievement against these agreed standards, fostering organizational alignment, mutual accountability, employee motivation, and professional development across educational departments.

150. (B) Principle of Delegation of Authority
Establishing standard operating procedures and empowering Vice-Principals to approve routine leave and daily substitutions applies the Principle of Delegation of Authority. Delegating operational tasks while retaining strategic oversight reduces administrative bottlenecks, improves institutional response times, empowers subordinate leaders, and optimizes overall administrative efficiency in schools.

****

MCQGPT

represents upward communication, providing administration with vital information regarding operational staff needs, workplace concerns, and continuous improvement suggestions.

97. (B) To obtain employee receipts acknowledging payment of salaries, stipends, or allowances.
An Aquittance Roll is a mandatory financial accounting register used in public educational institutions to record statutory disbursements of salaries, stipends, or financial allowances. It secures formal signatures or receipts from employees acknowledging actual receipt of funds, providing audit-ready documentation for financial compliance and government accounting verifications.

98. (A) Continuous, incremental small-step improvements involving all organizational members.
Kaizen is a cornerstone philosophy of Quality Assurance centered on continuous, incremental improvements made systematically across all operational levels. Applied to school management, Kaizen engages teachers, administrative staff, and administrators in continually refining daily pedagogical methods, administrative routines, and institutional processes to build overall educational excellence over time.

99. (C) Training, education, and supportive capacity building
When technological change causes fear of incompetence among staff, the most effective initial change management strategy is training, education, and supportive capacity building. Providing hands-on technology workshops builds technical skills, alleviates anxiety, addresses underlying insecurities, and fosters professional confidence, leading to smooth integration of smartboard tools.

100. (A) I, II, and III only
Under the RTE Act, 2009, School Management Committees are mandatory for non-minority government and aided schools, comprising local authority representatives, teachers, and parents, with the school head as Member Secretary. Statement IV is incorrect because SMC members serve in a voluntary capacity and do not receive monthly government salaries.

101. (C) Laissez-Faire Leadership — High leader control with strict operational oversight
Laissez-Faire leadership is characterized by minimal administrative intervention, complete operational autonomy for subordinates, and non-involvement by the leader. Describing Laissez-Faire leadership as involving high leader control with strict operational oversight represents an incorrect pairing, as strict control defines autocratic management rather than hands-off laissez-faire approaches.

102. (B) The maximum number of subordinates an administrator can directly manage effectively.
In educational management, Span of Control refers to the number of subordinates who report directly to a single administrator. Determining an optimal span of control ensures effective supervisory oversight, maintains clear communication flow, prevents executive overload, and optimizes institutional performance across academic and administrative departments.

103. (D) Complex, non-routine tasks requiring continuous supervisor guidance and coordination.
Complex, non-routine tasks require frequent supervisory direction, detailed instruction, and intensive coordination, which narrows the effective Span of Control. When tasks are highly intricate or unpredictable, an administrator can manage fewer direct subordinates effectively compared to situations involving routine, standardized operational procedures handled by experienced staff.

104. (A) Zero Defects and Quality is Free
Quality management pioneer Philip Crosby introduced the foundational concepts of Zero Defects and "Quality is Free." Crosby argued that organizations should do things right the first time, asserting that preventing errors costs far less than correcting mistakes later, making high quality self-funding and essential for institutional excellence.

105. (C) Cause-and-Effect (Fishbone) Diagram
The Cause-and-Effect Diagram, also known as the Fishbone or Ishikawa diagram, is a quality management tool used to systematically analyze and display the potential root causes of a specific outcome. Categorizing contributing factors helps school principals diagnose underlying operational and pedagogical reasons for declining student academic performance.

Downloaded from www.pdf.tube

106. (C) Both Statement I and Statement II are correct
Mentoring is a long-term, holistic developmental partnership focused on continuous career guidance and overall personal growth. In contrast, coaching represents a targeted, shorter-term intervention designed to enhance specific operational skills, correct performance deficiencies, or achieve immediate functional goals within an educational setting, making both statements correct.

107. (D) Providing professional guidance, improving instruction, and upgrading educational processes.
The primary function of supervision in schools is providing constructive professional guidance, improving classroom instruction, and upgrading overall learning processes. Modern supervision acts as a supportive mechanism to mentor educators, enhance pedagogical strategies, cultivate positive learning environments, and elevate student achievement across educational programs.

108. (B) Safety and Security Needs
In Maslow's Need Hierarchy, providing job security, pension provisions, tenure, fair administrative policies, and safe physical working environments satisfies Safety and Security Needs. Fulfilling these baseline security expectations frees school staff from anxiety regarding their future, enabling them to focus energy on higher-level professional growth and instructional quality.

109. (C) A is true but R is false
The Delphi Technique prevents dominant personalities from influencing group decisions by collecting expert feedback anonymously through iterative questionnaires. Reason R is false because participants in a Delphi study do not interact face-to-face in public debates; complete anonymity between panelists is preserved throughout to avoid peer pressure and groupthink.

110. (D) Controlling
Controlling is the management function that involves monitoring ongoing performance, comparing actual results against established organizational standards, identifying operational deviations, and executing necessary corrective measures. In educational institutions, controlling ensures that academic objectives, administrative workflows, and policy standards are met consistently across departments.

111. (A) Direct involvement in curriculum planning, pedagogical monitoring, teacher growth, and student outcomes.
Instructional leadership focuses directly on the core educational mission of the school. Unlike general administrative management, instructional leaders actively engage in setting clear academic goals, evaluating classroom instruction, coordinating curriculum planning, supporting teacher professional development, and maintaining an institutional culture centered on student academic achievement.

112. (B) It records every event in the employee's official career, including appointments, leaves, promotions, and service verifications.
A Service Book is an official statutory record maintained for government employees throughout their professional service. It contains a complete chronologically documented history of an employee's career, including initial appointment details, salary increments, leave records, promotions, transfers, performance commendations, and formal annual service verifications by administrative authorities.

MCQGPT

113. (B) Low assertiveness and low cooperativeness
In conflict management frameworks like the Thomas-Kilmann model, the Avoiding style is characterized by both low assertiveness and low cooperativeness. An individual using this style chooses to withdraw, postpone, or ignore the conflict entirely, choosing not to pursue their own concerns or address the concerns of other parties.

114. (A) Collaborative Win-Win Problem Solving
Facilitating a joint session where both parties redefine workflow deadlines to resolve operational friction demonstrates Collaborative Win-Win Problem Solving. By engaging stakeholders in transparent dialogue, addressing underlying concerns, and creating a shared solution without imposing punitive threats, the principal establishes mutual trust and achieves sustainable resolution.

115. (C) Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, Experimentation
The acronym OCTAPACE stands for Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, and Experimentation. Developed by T. V. Rao, this theoretical framework measures organizational culture and HRD climate, establishing essential behavioral dimensions required to foster supportive, high-performing educational environments that promote continuous professional growth, innovation, and trust.

116. (C) A is true but R is false
Assertion A is true because effective delegation requires granting subordinates operational autonomy within specified administrative limits. Reason R is false because delegation does not relieve the principal of ultimate legal accountability. While duties are assigned to staff, the principal retains final responsibility for all institutional outcomes and administrative lapses.

117. (C) Arbitrary Wage Withholding and Public Humiliation
Recognized HRD mechanisms include systematic performance appraisals, continuous training programs, and career pathing designed to build human potential. Arbitrary wage withholding and public humiliation represent abusive administrative practices that destroy trust, severely damage employee morale, and undermine organizational development, forming no part of professional HRD frameworks.

118. (B) It is a rigid, top-down plan imposed uniformly across all schools nationwide without modification.
Institutional planning is inherently a bottom-up, school-based development process tailored to an individual school's specific needs, resources, and local context. Characterizing institutional planning as a rigid, top-down plan imposed uniformly across all schools nationwide is incorrect, as it directly contradicts the core principles of localized school self-improvement.

119. (D) Monthly at the close of every calendar month, after verifying daily closing balances.
Financial rules require the Head of School or Drawing and Disbursing Officer (DDO) to verify, reconcile, and sign the official Cash Book at the close of every calendar month. This mandatory monthly review ensures cash balances match bank statements, prevents accounting discrepancies, and maintains strict financial discipline.

120. (A) I, II, and III only
Transactional leadership relies on contingent rewards, rule compliance, and management-by-exception to maintain operational stability. Statement IV is incorrect because transforming the core moral values and mission of an organization defines Transformational leadership rather than Transactional leadership, which focuses on maintaining existing operational frameworks through structured exchanges.

121. (C) Transformational and Instructional Leadership
Engaging teachers individually, establishing clear performance expectations, introducing peer mentoring, recognizing progress, and transforming institutional culture illustrate Transformational and Instructional Leadership. The principal articulates a compelling vision, models instructional focus, supports individual professional development, and inspires collective commitment to achieve sustainable academic growth across the school community.

122. (A) The Head of the School / Principal
Under statutory educational provisions and management rules, the Head of School or Principal serves as the ex-officio Secretary of the School Managing Committee. In this administrative capacity, the principal executes committee decisions, manages daily institutional operations, ensures regulatory compliance, and maintains effective operational links between management and staff.

123. (D) Financial Arbitrage Intervention — Speculative investment of government provident funds into private stock equity
Valid Organization Development interventions include technical task redesign, human process interventions, and strategic cultural transformations. Speculative investment of public employee provident funds into private stock equity represents an unauthorized, illegal financial activity that violates administrative statutory rules and forms no part of recognized HRD interventions in educational administration.

Click Here to Buy book on Flipkart

(B) Forced Choice Method
(C) Essay Appraisal Method
(D) Paired Comparison Method

7. Consider the following statements regarding traditional methods of performance appraisal:
I. The Graphic Rating Scale measures employee performance against a set of predetermined traits or behavioral criteria on a scale.
II. The Forced Distribution Method forces the evaluator to distribute ratings into a bell-shaped curve.
III. The Ranking Method compares each teacher against all other teachers individually in pairs.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

8. In the Paired Comparison Method of teacher appraisal, if a Principal has to evaluate a group of N teachers, what is the total number of pairwise comparisons required?
(A) $\frac{N(N-1)}{2}$
(B) $N(N-1)$
(C) N^2
(D) $\frac{N(N+1)}{2}$

9. What is a major inherent limitation of the Forced Choice Method used in traditional performance evaluation?
(A) Evaluators find it excessively easy to manipulate ratings in favor of preferred staff members.
(B) Evaluators cannot easily discern the exact scoring weightage assigned to statements, creating resistance.
(C) It requires complex computerized algorithms and specialized software to compute basic performance scores.
(D) It cannot be successfully applied to professional staff working in public educational institutions.

10. A Principal is evaluating ten Post Graduate Teachers (PGTs) for an internal award. Instead of assessing each teacher independently against specific benchmarks, the Principal arranges the teachers in a direct sequence from best performer to poorest performer based on overall effectiveness.
Which performance appraisal method has the Principal applied?
(A) Behaviorally Anchored Rating Scale
(B) Straight Ranking Method
(C) Management by Objectives
(D) Assessment Centre Method

11. Which traditional method of performance appraisal attempts to reduce central tendency and leniency errors by forcing evaluators to place a specific percentage of employees into predetermined performance categories (e.g., Top 10%, Middle 70%, Bottom 10%)?
(A) Forced Distribution Method
(B) Graphic Rating Scale Method
(C) Critical Incident Method
(D) Narrative Essay Method

MCQGPT

12. The Critical Incident Method of performance appraisal focuses primarily on evaluating:
(A) Day-to-day routine administrative attendance records and general punctuality of classroom teachers.
(B) In-depth personality traits derived from standardized psychological projective assessments.
(C) Specific, highly effective or ineffective job behaviors during critical work situations.
(D) Cumulative student end-of-year examination marks and overall standardized test pass rates.

13. Which modern performance appraisal technique relies on multi-source feedback gathered from superiors, peers, subordinates, self, and occasionally external stakeholders such as parents or students?
(A) Behaviorally Anchored Rating Scale (BARS)
(B) Management by Objectives (MBO)
(C) Assessment Centre Technique
(D) 360-Degree Appraisal

14. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The 360-degree appraisal method provides a comprehensive, multi-dimensional view of an educational leader's performance.
Reason (R): It eliminates subjectivism by averaging performance ratings received from diverse organizational stakeholders including peers, subordinates, and superiors.

rather than replacing classroom instruction with external video modules without teacher involvement.

134. (B) A TGT Computer Science teacher consulting the Accounts Officer regarding hardware project budget allocation.
Diagonal communication occurs between personnel across different hierarchical levels and functional departments who share no direct reporting relationship. A Computer Science teacher consulting an Accounts Officer directly regarding project budget allocations illustrates diagonal communication, cutting across traditional vertical lines of authority to facilitate rapid information flow and administrative efficiency.

135. (D) High teacher satisfaction, high esprit de corps, low hindrance, and authentic leadership from the principal.
Halpin and Croft define an Open School Climate by high teacher satisfaction, strong esprit de corps, low administrative hindrance, and supportive, authentic principal leadership. In an open climate, educators feel professionally respected, motivated, and engaged, working collaboratively with leadership in an atmosphere of mutual trust and instructional excellence.

136. (A) Specialized workshops on active learning pedagogy, subject mastery, and inclusive education.
Allocating training budgets to specialized workshops focused on active learning pedagogy, subject content mastery, and inclusive teaching strategies yields the highest educational impact. These core focus areas directly enhance teacher pedagogical competencies, foster inclusive learning environments, and drive measurable improvements in student academic engagement and learning outcomes.

137. (C) Centralization — Distributing complete decision-making authority to the lowest operational level.
Centralization refers to concentrating decision-making authority strictly at top administrative management levels. Describing centralization as distributing complete decision-making authority to lower operational levels represents an incorrect pairing, as delegating authority across subordinate organizational levels defines decentralization rather than administrative centralization within management structures.

138. (A) I, II, and III only
Competency mapping systematically identifies required knowledge, functional skills, and behavioral traits, providing a clear basis for objective performance appraisals and professional development plans. Statement IV is incorrect because competency mapping focuses on professional, pedagogical, and behavioral competencies rather than physical physical attributes like height and weight.

139. (D) Structural Redesign and Goal Realignment
Restructuring roles by dividing examination responsibilities between internal continuous assessments and external board examinations represents Structural Redesign and Goal Realignment. By eliminating direct task overlap and establishing distinct administrative domains, the principal resolves interpersonal conflict, eliminates professional rivalry, and aligns organizational structures for operational efficiency.

140. (B) Leadership style must adapt to the readiness and maturity level of followers.
Hersey and Blanchard's Situational Leadership Theory posits that effective leadership requires matching administrative behavior—combining task direction and relationship support—to the readiness, maturity, and competence level of followers. As employee maturity evolves, leaders dynamically adjust their management approach from directing to coaching, supporting, or delegating tasks.

141. (A) Both A and R are true and R is the correct explanation of A
Educational supervision is fundamentally developmental rather than judgmental. It focuses on supporting teachers, refining pedagogical competencies, and cultivating positive learning environments instead of finding faults or issuing penalties. This developmental orientation builds professional confidence, fosters reflective teaching practices, and drives sustained improvements in student academic achievement.

142. (D) Diary Register / Inward Register
The Diary Register, or Inward Register, is an official record used in educational institutions to log incoming correspondence, official letters,

MCQGPT

87. (D) Prevent job dissatisfaction, but will not necessarily create high work motivation.
According to Herzberg's Two-Factor Theory, addressing Hygiene factors such as salary, administrative policies, and physical working conditions removes workplace dissatisfaction but does not actively generate intrinsic work motivation. High motivation and genuine job satisfaction stem exclusively from Motivator factors like achievement, recognition, responsibility, and personal professional growth.

88. (A) I and II only
Democratic supervision values the professional autonomy and personality of teachers while emphasizing cooperative, consultative, and participatory decision-making processes. Statement III is incorrect because democratic supervision explicitly rejects autocratic supervision and viewing the supervisor as an infallible dictator, promoting open dialogue and professional collaboration instead.

89. (C) Systematic Data-Driven Problem-Solving and Decision Making
Analyzing attendance trends, engaging key stakeholders in collaborative dialogue, and restructuring schedules reflect systematic data-driven problem-solving. Rather than applying punitive sanctions or ignoring issues, the principal diagnoses underlying causes using objective evidence and creates flexible administrative interventions that resolve student attendance problems while maintaining academic standards.

90. (A) Annual Performance Assessment Report Folder
The Annual Performance Assessment Report (APAR) folder is a confidential administrative record containing detailed performance ratings, supervisor evaluations, and official service assessments of staff members. Kept under secure custody by the school head, it protects personal privacy while providing objective documentation for promotions, career advancements, and administrative decisions.

91. (D) To record official remarks regarding school visits, events, and daily routine developments.
The primary purpose of maintaining a School Log Book is to record official remarks by visiting educational authorities, document major institutional events, log extraordinary campus incidents, and summarize daily operational developments. It maintains administrative continuity, serving as an authentic historical log of institutional governance over time.

92. (B) Fiedler's Contingency Model
Fiedler's Contingency Model explicitly posits that effective leadership depends on matching an administrator's fixed leadership orientation—either task-oriented or relationship-oriented—to the favorableness of the situational context. Situation favorableness is evaluated through leader-member relations, task structure clarity, and the leader's formal position power within the organization.

93. (C) Relationship-oriented
In Fiedler's Contingency Model, a high score on the Least Preferred Co-worker (LPC) scale indicates that the leader is primarily relationship-oriented. High LPC leaders derive satisfaction from establishing positive interpersonal connections, seeking harmony, and maintaining supportive group dynamics, performing most effectively in moderately favorable administrative situations.

94. (C) A is true but R is false
Assertion A is true because transformational leaders inspire followers by appealing to shared moral values, higher purpose, and intellectual growth. Reason R is false because transformational leaders do not rely on punitive measures or coercive commands; instead, they motivate staff through visionary leadership, trust, and individualized consideration.

95. (A) Principle of Workload Balance
Restricting continuous teaching periods and providing planning periods applies the Principle of Workload Balance in timetable construction. This principle manages teacher cognitive fatigue, prevents physical burnout, ensures equitable distribution of instructional duties, and provides adequate time for lesson preparation and individual student support throughout the school day.

96. (B) A formal grievance submitted by teachers to the Principal requesting improved staffroom facilities.
Upward communication flows from lower administrative levels to higher organizational authorities within an institutional hierarchy. Submitting a formal grievance or feedback report from classroom teachers to the school principal

Downloaded from www.pdf.tube

CHAPTER 07

Performance Appraisal, Potential Appraisal, Feedback, and Counseling

MCQGPT

1. Performance appraisal in educational management is primarily concerned with which of the following core objectives?
(A) Evaluating past teacher performance to identify strengths, developmental needs, and future potential
(B) Determining exact financial compensation increments based on daily attendance records
(C) Administering punitive measures for non-compliance with institutional administrative duties
(D) Replacing professional supervision with automated metric-driven monitoring systems

2. Which of the following best distinguishes performance appraisal from administrative inspection in a school setup?
(A) Performance appraisal focuses strictly on infrastructure auditing, while inspection focuses on teaching quality
(B) Performance appraisal is conducted exclusively by external government auditors, while inspection is internal
(C) Performance appraisal is an ongoing development-oriented evaluation process, whereas inspection is typically periodic, normative, and compliance-driven
(D) Performance appraisal is applicable only to administrative staff, whereas inspection applies only to teachers

3. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Performance appraisal in a school context should serve both administrative and developmental functions.
Reason (R): Administrative functions help in promotion and placement decisions, while developmental functions help in identifying teacher training needs and professional growth paths.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. Which of the following represents a primary administrative purpose of conducting Annual Performance Appraisal Reports (APAR) for teaching staff in Government of NCT of Delhi schools?
(A) Calculating the daily allowance for outstation duty undertaken by teachers
(B) Sanctioning casual leave and earned leave requests during an academic session
(C) Fixation of classroom student-teacher ratio in individual school sections
(D) Determining eligibility for promotion through Departmental Promotion Committees (DPC) and Modified Assured Career Progression (MACP)

5. In the context of school management, which of the following is considered a major institutional benefit of a robust performance appraisal system?
(A) Absolute elimination of all interpersonal conflicts among school faculty members
(B) Alignment of individual teacher performance goals with institutional vision and academic improvement plans
(C) Permanent exemption of high-performing teachers from administrative and invigilation duties
(D) Complete automation of classroom teaching through pre-recorded digital media

6. Which of the following traditional appraisal methods requires the evaluator to write a detailed narrative describing a teacher's performance, strengths, weaknesses, and potential?
(A) Graphic Rating Scale Method

124. (B) Country Club Management
On Blake and Mouton's Managerial Grid, a leadership orientation combining low concern for production with high concern for people defines Country Club Management (1,9). Administrators adopting this style prioritize interpersonal relationships, workplace harmony, and staff comfort, often sacrificing operational productivity, task efficiency, and institutional performance standards.

125. (A) Both A and R are true and R is the correct explanation of A
Feedback is essential in communication to close the interaction loop and verify that messages are accurately transmitted. Reason R correctly explains that feedback allows the sender to confirm whether the receiver correctly decoded and understood the intended meaning, enabling immediate clarification and ensuring effective administrative communication across institutions.

126. (D) Creative Supervision
Creative supervision provides an open, supportive professional environment that actively encourages educators to experiment with innovative pedagogical approaches, original teaching methodologies, and creative instructional strategies. It respects teacher autonomy, values individual initiative, and views non-punitive pedagogical experimentation as a primary mechanism for continuous educational improvement and instructional excellence.

127. (A) Functional Departmentalization and Project Departmentalization
A Matrix Organizational Structure combines functional departmentalization with project or product departmentalization. This hybrid design creates a dual chain of command where employees report to both a functional department head and a project coordinator, facilitating flexible resource allocation, cross-departmental collaboration, and rapid adaptability for complex institutional initiatives.

128. (A) I, II, and III only
In SWOT analysis, Strengths and Weaknesses represent internal factors within institutional control, while Opportunities are favorable external trends. Statement IV is incorrect because Threats represent adverse external environmental conditions, such as demographic shifts or policy changes, rather than internal budgetary items controlled directly by school administrators.

129. (B) Nominal Group Technique
The Nominal Group Technique is a structured group decision-making method designed to ensure equal participation by combining silent, individual idea generation with structured group evaluation. Collecting anonymous written suggestions prevents vocal individuals from dominating discussions, allowing all faculty members to contribute creative solutions for institutional events and planning initiatives.

130. (A) Maintaining tight supervision, close control, and coercive threats.
Under Douglas McGregor's Theory X assumptions, managers view employees as inherently lazy, unmotivated, and averse to responsibility. Consequently, an administrator adopting Theory X principles maintains strict centralized control, enforces rigid operational rules, relies on continuous supervision, and utilizes coercive threats to ensure task compliance among institutional staff.

131. (A) I, II, III, IV
Implementing Total Quality Management follows a logical sequence starting with top management establishing a quality vision. Next, comprehensive staff training on quality tools occurs, followed by process mapping to identify student and parent requirements. Finally, continuous monitoring and feedback loops are implemented to drive sustained organizational refinement.

132. (B) At least once a month
Under model rules framed pursuant to the RTE Act, 2009, the School Management Committee (SMC) is typically required to meet at least once every month. Regular monthly meetings ensure ongoing parental participation, continuous monitoring of school operations, timely execution of development plans, and effective oversight of financial grants.

133. (C) A is true but R is false
Assertion A is true because clinical supervision fosters professional growth through collaborative observation and supportive feedback. Reason R is false because clinical supervision is designed to enhance face-to-face classroom teaching interactions between supervisor and teacher,

Click Here to Buy book on Amazon

In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

15. In a 360-degree performance appraisal system implemented in an educational setting, feedback provided by students regarding classroom delivery is termed as:
(A) Peer evaluation by institutional colleagues
(B) Upward feedback or customer feedback
(C) Downward feedback by senior officers
(D) Self-appraisal by individual teacher

16. Which of the following conditions is essential for the successful implementation of 360-degree appraisal among teaching faculty in a school?
(A) Mandatory direct link between individual peer feedback scores and immediate formal disciplinary proceedings.
(B) Complete elimination of all personal self-appraisal components from the final evaluation instrument.
(C) Exclusive reliance on quantitative standard deviation metrics without any qualitative feedback elements.
(D) Open organizational culture, high psychological safety, and rater anonymity.

17. Management by Objectives (MBO) as a performance appraisal technique was first popularized by which management theorist?
(A) Peter Drucker
(B) Henri Fayol
(C) Frederick Winslow Taylor
(D) Elton Mayo

18. Consider the following steps in the Management by Objectives (MBO) process:
I. Formulating specific organizational goals
II. Establishing mutually agreed individual performance objectives
III. Continuous monitoring of performance and progress
IV. Final performance evaluation and feedback session
Which of the following represents the correct chronological sequence of the MBO process?
(A) I → II → III → IV
(B) II → I → III → IV
(C) I → III → II → IV
(D) III → I → II → IV

19. A key characteristic of SMART objectives established during the MBO process in educational planning is that they must be:
(A) Specific, Measurable, Achievable, Relevant, and Time-bound
(B) Subjective, Meaningful, Actionable, Relevant, and Theoretical
(C) Standardized, Mandatory, Academic, Rigid, and Technical-based
(D) Systematic, Multi-disciplinary, Analytical, Rational, and Timeless

20. What is a primary criticism of applying Management by Objectives (MBO) strictly in academic environments?
(A) It prevents teachers from actively participating in collaborative goal-setting conversations with school leaders.
(B) It relies entirely on anonymous multi-source peer reviews rather than direct supervisory administrative assessment.
(C) It focuses exclusively on routine administrative attendance records rather than actual student academic outputs.
(D) It neglects qualitative pedagogical aspects that cannot be easily quantified into short-term targets.

MCQGPT

21. Behaviorally Anchored Rating Scales (BARS) combine elements of which two traditional appraisal methods?
(A) Forced Distribution Method and Essay Appraisal
(B) Graphic Rating Scale and Critical Incident Method
(C) Ranking Method and Checklist Method
(D) Field Review Method and Paired Comparison Analysis

22. A Principal develops an appraisal tool for secondary teachers where job dimensions (such as 'Classroom Discipline') are defined by specific behavioral illustrations along a numeric continuum ranging from 1 (e.g., 'Ignores disruptive behavior') to 7 (e.g., 'Proactively uses positive reinforcement techniques to maintain focus').
This tool is an application of which appraisal technique?
(A) Management by Objectives framework
(B) Critical Incident Technique

39. Which of the following is considered a primary technique used in potential appraisal within professional educational management?
(A) Assessment centres, psychometric testing, and role play
(B) Student end-of-term class attendance percentage tracking records
(C) Standardized official annual increment calculation tax tables
(D) Physical verification and auditing of school property inventory records

40. Which of the following operational dimensions is specifically evaluated during a potential appraisal for leadership roles in schools?
(A) Rote memory capacity for statutory civil service rule numbers and administrative procedures
(B) Speed and clarity of handwriting demonstrated during daily classroom board preparation
(C) Strategic vision, decision-making, emotional intelligence, and interpersonal influence
(D) Total cumulative years spent serving in the same pay level without considering achievements

41. In an organization, a 'Potential Matrix' (such as the 9-Box Grid) plots which two parameters against each other?
(A) Employee Age vs. Years of Service
(B) Basic Pay Level vs. Educational Qualifications
(C) Leave Balance vs. Student Board Results
(D) Current Performance vs. Future Potential

42. Consider the following statements regarding Performance Feedback:
I. Feedback should be specific, timely, objective, and behavior-oriented rather than personality-oriented.
II. Effective feedback focuses on actionable behaviors that the employee can change.
III. Feedback should always be delivered publicly in staff meetings to enforce transparency and peer pressure.
IV. Continuous, ongoing feedback reduces anxiety associated with annual formal performance reviews.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I, III and IV only
(C) II and III only
(D) I, II, III and IV

43. Which feedback delivery mechanism involves presenting negative critical feedback sandwiched between two positive remarks or compliments?
(A) 360-degree feedback
(B) Feedforward Technique
(C) Sandwich Technique
(D) MBO Feedback Loop

44. What is a key limitation of the 'Sandwich Technique' of feedback delivery when used in professional performance counseling?
(A) It takes an excessively long time to properly deliver during routine staff meeting sessions.
(B) It violates statutory administrative guidelines prescribed under Central Civil Services Conduct Rules.
(C) It requires prior written authorization and approval from the local Directorate of Education.
(D) Recipients may focus on positive statements and ignore critical corrective feedback.

45. The concept of 'Feedforward' as proposed by Marshall Goldsmith differs from traditional feedback in that feedforward:
(A) Focuses on future solutions, positive behaviors, and growth rather than past mistakes.
(B) Analyzes past organizational failures in extreme detail to assign individual staff accountability.
(C) Demands formal written explanations from employees regarding past administrative procedural lapses.
(D) Evaluates an employee's personal family background prior to suggesting potential career growth paths.

46. A Principal observes that a newly appointed teacher struggles with classroom management and noise control. The Principal schedules a private meeting, points out specific disruptive moments, listens to the teacher's challenges, jointly formulates an action plan involving peer observation, and sets a follow-up review after three weeks.
This professional action by the Principal is best categorized as:
(A) Formal Disciplinary Proceeding under Rule 14
(B) Administrative Inspection and Penalty
(C) Summative Performance Audit
(D) Effective Developmental Performance Counseling

Downloaded from www.pdf.tube

31. An evaluator tends to judge a teacher's performance over the entire academic year based almost exclusively on an incident that occurred during the last two weeks prior to evaluation submission.
This cognitive bias is known as:
(A) Primacy Effect
(B) Spillover Effect
(C) Recency Effect
(D) Contrast Effect

32. What is 'Strictness Bias' in performance evaluation?
(A) The tendency of a supervisor to rate all employees lower than their actual performance merits
(B) The tendency to rate employees based on their strict adherence to working hours only
(C) Evaluating staff strictly according to legal provisions without offering professional advice
(D) Giving high ratings only to employees who strictly share similar demographic characteristics with the evaluator

33. Which error occurs when a supervisor evaluates a teacher's current performance largely based on their past performance rating from previous years, whether good or bad?
(A) Contrast Error
(B) Similarity Error
(C) Proximity Error
(D) Spillover Effect

34. During annual performance evaluations, a Vice-Principal rates an average-performing teacher as 'Outstanding' simply because the previous teacher evaluated immediately before was extremely poor in performance.
Which rater error has occurred in this situation?
(A) Contrast Effect
(B) Halo Effect
(C) Horn Effect
(D) Central Tendency Error

35. 'Similarity Error' (or 'Me-Like-Me' effect) in teacher evaluation refers to the tendency of raters to:
(A) Give similar ratings to all faculty members who teach the same academic subject discipline
(B) Rate teachers highly who possess personal characteristics similar to their own
(C) Copy evaluation ratings directly from another peer evaluator's performance appraisal form
(D) Maintain identical quantitative ratings across successive years of annual performance evaluation

MCQGPT

36. Which of the following administrative strategies effectively minimizes the incidence of Central Tendency Error in school performance evaluations?
(A) Utilizing multi-item objective behavioral anchors and providing comprehensive rater training
(B) Eliminating numerical scales and relying entirely on open-ended informal remarks
(C) Allowing teachers to write their own final performance summary without supervisory review
(D) Conducting appraisals once every five years instead of annually

37. Potential appraisal differs fundamentally from performance appraisal because potential appraisal focuses on:
(A) Assessing past accomplishments, teaching effectiveness, and current annual job results.
(B) Measuring strict compliance with daily class timetables and official attendance register entries.
(C) Assessing an employee's latent capability to assume higher leadership responsibilities.
(D) Calculating long-term pensionary benefits, accumulated leave encashment, and gratuity entitlements.

38. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): High performance in a current classroom teaching role does not automatically guarantee high potential for an administrative leadership role such as a Vice-Principal or Principal.
Reason (R): Performance appraisal measures past achievement in present duties, whereas potential appraisal evaluates competencies required for higher-level future roles.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

(C) A is true but R is false
(D) A is false but R is true

87. In performance counseling, what does the 'Exploration of Alternatives' step entail?
(A) Threatening the ratee with immediate administrative transfer options to remote locations.
(B) Dictating a single compulsory course of action without allowing any teacher input or feedback.
(C) Brainstorming potential strategies together with the ratee to address performance gaps.
(D) Selecting external commercial vendors for standardized school uniform and textbook supply.

88. Which of the following terms describes the tendency of an evaluator to give lenient ratings to avoid interpersonal confrontation or unpleasant feelings with subordinates?
(A) Systematic Strictness Rating Bias Error
(B) Central Tendency Rating Error
(C) Generalized Horn Effect Bias
(D) Leniency Error / Compassion Bias

89. Which appraisal approach focuses on comparing an employee's actual work outcomes against quantitative targets mutually set at the beginning of the evaluation cycle?
(A) Management by Objectives (MBO)
(B) Behaviorally Anchored Rating Scales (BARS)
(C) Graphic Rating Scale
(D) Assessment Centre Technique

90. Consider the following features of effective performance appraisal systems:
I. Strategic congruence with organizational goals
II. High validity and reliability of evaluation instruments
III. Practical feasibility and cost-effectiveness
IV. Explicit fairness, transparency, and acceptability to staff
Which of the statements given above are correct?
(A) I and II only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

91. The administrative process by which an employee is formally given an opportunity to present reasons against an adverse entry in their APAR is rooted in which fundamental principle of law?
(A) Statutory Doctrine of Absolute Legal Liability
(B) Principle of Natural Justice
(C) Constitutional Principle of Sovereign Immunity
(D) Rule of Strict Administrative Interpretation

92. What does 'Audi Alteram Partem' mean in the context of administrative actions and APAR adverse remarks?
(A) The decision of the administrative superior officer is final and unchallengeable
(B) Written administrative rules override all oral arguments permanently in court
(C) Hear the other side; no person should be condemned unheard
(D) Delegated statutory authority cannot be sub-delegated to subordinates

93. In modern Educational Management, 'Clinical Supervision' for teacher development involves:
(A) Comprehensive medical examination of staff hygiene and physical health conducted by civil surgeons
(B) Surprise administrative inspections accompanied by immediate financial and service penalty imposition
(C) Quantitative auditing and verification of school science laboratory chemical and equipment registers
(D) A collaborative observation process involving pre-conference, observation, analysis, and feedback.

94. A Principal notices that an experienced teacher's classroom morale and performance have sharply declined following a personal bereavement. Instead of issuing a formal warning letter, the Principal holds an empathetic conversation, provides short-term support, and arranges temporary peer co-teaching.
Which supervisory leadership style is the Principal exhibiting?
(A) Supportive Mentoring Leadership
(B) Autocratic Bureaucratic Control Model
(C) Laissez-Faire Administrative Indifference
(D) Transactional Coercive Administrative Management

95. In performance appraisal terminology, what is 'Behavior Observation Scale' (BOS)?
(A) A video surveillance camera monitoring

Click Here to Buy book on Flipkart

47. What is the primary purpose of Performance Counseling in an educational institution?
(A) Imposing formal administrative fines and monetary deductions on underperforming teaching staff.
(B) Assisting teachers to understand strengths, overcome obstacles, and improve capability.
(C) Maintaining secret confidential performance records for potential judicial disciplinary proceedings.
(D) Mandating compulsory administrative teacher transfers to geographically far-off educational districts.

48. Which of the following is the correct logical sequence of steps in a formal Performance Counseling process?
(A) Rapport Building → Problem Identification → Exploration of Alternatives → Action Planning → Follow-up
(B) Action Planning → Rapport Building → Problem Identification → Follow-up → Exploration
(C) Problem Identification → Imposition of Penalty → Action Planning → Rapport Building
(D) Follow-up → Action Planning → Exploration of Alternatives → Rapport Building

49. In performance counseling, an effective supervisor acts primarily as a:
(A) Dominant dictator issuing non-negotiable commands
(B) Silent observer who avoids offering any constructive insights
(C) Prosecutor seeking evidence of non-compliance
(D) Facilitator, active listener, and supportive coach

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Annual Performance Appraisal Reports (APAR) in Delhi Government schools must be communicated to the officer reported upon in full, including numerical ratings.
Reason (R): Principles of natural justice and Supreme Court directives require complete transparency to enable employees to make representations for improvement or correction.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. In the context of Annual Performance Appraisal Reports (APAR) for government school staff, who among the following typically acts as the 'Reporting Officer' for a Post Graduate Teacher (PGT)?
(A) The District Education Officer (DEO) of the zone
(B) The Regional Director of School Education
(C) The school Vice-Principal or Principal
(D) The Zonal Education Officer (EO) concerned

52. Under standard DoPT guidelines applicable to APARs in Government service, what is the standard timeframe provided to an employee to submit a representation against adverse remarks or below-benchmark ratings after communication of the APAR?
(A) 7 days
(B) 15 days
(C) 30 days
(D) 60 days

53. Which landmark judgment of the Supreme Court of India established that all entries (including overall grades and adverse/below-benchmark remarks) in the APAR/ACR must be communicated to the public servant concerned within a reasonable period?
(A) K.S. Puttaswamy vs. Union of India (2017)
(B) Vishaka vs. State of Rajasthan (1997)
(C) Mohini Jain vs. State of Karnataka (1992)
(D) Dev Dutt vs. Union of India (2008)

54. Consider the following authorities involved in the APAR process:
I. Reporting Officer
II. Reviewing Officer
III. Accepting Authority
Which of the following represents the correct hierarchical progression of APAR processing?
(A) I → II → III
(B) II → I → III
(C) III → I → II
(D) I → III → II

55. In the modern numerical grading system of APAR for central government and GNCTD

Downloaded from www.pdf.tube

(C) Assessment Centre Method
(D) Behaviorally Anchored Rating Scale

23. What is a major advantage of using Behaviorally Anchored Rating Scales (BARS) in teacher performance evaluation?
(A) It requires minimal time and zero effort to develop across diverse academic subjects
(B) It completely removes the need for human judgment by utilizing biometric tracking
(C) It provides high behavior-specific clarity, construct validity, and reduced rater bias
(D) It allows the Principal to evaluate teachers without establishing performance standards

24. Assessment Centres use multiple evaluation techniques and multiple trained observers to evaluate employees primarily for:
(A) Routine daily class substitution allocation across secondary departments
(B) Identifying leadership and managerial potential for promotion
(C) Calculation of leave travel concession (LTC) administrative entitlements
(D) Verification of mandatory academic qualification certificates

25. Which of the following exercises is commonly conducted within an Assessment Centre for evaluating executive or leadership potential?
(A) Standardized annual written subject content knowledge tests across disciplines
(B) Speed typing, word processing, and administrative dictation tests
(C) Physical fitness, endurance, and general health status testing
(D) In-basket exercises, group discussions, and role-playing scenarios

26. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Graphic Rating Scale is one of the most widely used performance appraisal methods in educational institutions despite its susceptibility to rater errors.
Reason (R): It is relatively simple to construct, easy to understand, and quick to administer across a large number of staff members.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

27. In the Checklist Method of appraisal, which variation requires the evaluator to choose between pairs of statements that appear equally favorable or unfavorable?
(A) Simple Descriptive Checklist
(B) Weighted Rating Checklist
(C) Behavioral Observation Checklist
(D) Forced-Choice Checklist

28. In a Weighted Checklist appraisal method, how are final performance scores calculated?
(A) By counting total items checked by the reporting officer regardless of item weight.
(B) By summing pre-assigned weights of checked descriptive items.
(C) By calculating the overall percentage of negative behavioral statements marked by peers.
(D) By calculating the arithmetic mean score of student end-term standardized test results.

29. Which rating scale error occurs when an evaluator's overall impression of a teacher based on one outstanding positive trait (e.g., excellent communication skill) causes the evaluator to rate that teacher highly on all other unrelated performance dimensions?
(A) Halo Effect
(B) Leniency Error
(C) Central Tendency Error
(D) Recency Error

30. Consider the following statements regarding errors in performance appraisal:
I. Horn Effect occurs when one negative perception leads to an unfairly low evaluation across all performance traits.
II. Leniency Error occurs when an evaluator consistently assigns high ratings to all employees regardless of actual performance.
III. Central Tendency Error occurs when an evaluator rates almost all employees as average or near the midpoint of the scale.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

MCQGPT

candidate to meet which minimum performance benchmark in APARs?
(A) 'Satisfactory' grade across all reporting periods
(B) 'Outstanding' grade in all five previous years without exception
(C) 'Good' or 'Very Good' as per applicable service guidelines.
(D) Merely passing a mandatory written competitive service examination

64. What is the role of the 'Reviewing Officer' in the APAR process?
(A) To duplicate exact qualitative words written by the Reporting Officer without independent review.
(B) To manage monthly salary disbursements and allowances based strictly on final APAR scores.
(C) To publish annual APAR summary ratings publicly in local news media and departmental portals.
(D) Objectively evaluate the Reporting Officer's assessment and adjust grades if justified.

65. If a representation against APAR remarks is submitted by an officer within the stipulated time, who is the competent authority to decide upon the representation?
(A) An authority higher than the Reviewing Officer or Accepting Authority.
(B) The Reporting Officer who originally recorded the adverse remarks in the report.
(C) The elected Staff Council Secretary representing the school faculty members.
(D) The official Chairperson of the localized School Management Committee.

66. Consider the following ethical principles governing performance appraisal in public educational institutions:
I. Objectivity and freedom from personal prejudice or bias
II. Confidentiality of processed personal data combined with structural transparency towards the ratee
III. Natural justice and right of representation
IV. Consistency and fairness in application of evaluation criteria
Which of the statements given above represent essential ethical guidelines?
(A) I, II and III only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

67. Which rating bias occurs when an evaluator gives higher performance ratings to employees who display outgoing, highly agreeable personality traits while penalizing introverted but highly effective teachers?
(A) Central Tendency Rating Error
(B) Extroversion/Personality Bias
(C) Systematic Leniency Error Bias
(D) Systematic Strictness Bias

68. The primary difference between 'Summative Evaluation' and 'Formative Evaluation' of teacher performance is that formative evaluation is:
(A) Used strictly and exclusively for formal financial penalty imposition and administrative disciplinary action.
(B) Diagnostic and development-focused during teaching, unlike end-of-period summative evaluation.
(C) Conducted exclusively by external university domain experts during formal annual statutory inspection visits.
(D) Focused entirely and solely on determining official employee retirement age and superannuation benefit calculations.

69. Which appraisal technique involves gathering group performance impressions through an external expert who interviews the supervisor and reviews staff records on site?
(A) Forced Choice Method
(B) Graphic Rating Scale
(C) Field Review Method
(D) Paired Comparison Method

70. A Principal is reviewing teacher APARs for the session. While evaluating a teacher who suffered an illness during one term but recovered and delivered excellent board results overall, the Principal decides to disregard the temporary medical absence and assess the entire year's comprehensive achievement fairly.
Which appraisal pitfall did the Principal successfully avoid?
(A) Halo Effect and Trait Overgeneralization
(B) Central Tendency Rating Error Bias
(C) Systematic Leniency Error Bias
(D) Recency Bias and Narrow Sampling Error

Click Here to Buy book on Amazon

71. What is the fundamental purpose of 'Teacher Appraisal' within the framework of Quality Assurance in school education?
(A) Maintaining continuous professional growth, accountability, and pedagogical excellence.
(B) Generating additional institutional revenue for school developmental funds through administrative fines.
(C) Ranking academic institutions continuously in international commercial and educational performance indices.
(D) Systematically reducing the total number of sanctioned teaching posts in public educational institutions.

72. Which of the following is an example of an objective metric in teacher performance appraisal?
(A) Evaluator's general impression of teacher politeness and dynamic demeanor
(B) Subject pass percentages and student learning outcome metrics
(C) Subordinate feedback regarding teacher aesthetic taste and dress code
(D) Informal cafeteria conversation observations made by senior colleagues

73. In professional staff management, what does 'Potential Appraisal' directly help school administrators design?
(A) Daily timetable schedules and emergency class substitution registers
(B) Annual electricity consumption and infrastructure repair budgets
(C) Succession planning and leadership pipeline development
(D) Student uniform distribution schedules and textbook allocation logs

74. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Anonymous peer evaluation in teacher appraisal can sometimes lead to distorted results.
Reason (R): Lack of accountability in anonymous rating systems may encourage personal rivalries, jealousy, or collusive reciprocal high ratings.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

75. Which performance appraisal method utilizes 'critical behavioral statements' developed through extensive job analysis, anchored along a numerical scale with statistical item-scaling procedures?
(A) Narrative Qualitative Essay Method
(B) Behaviorally Anchored Rating Scales (BARS)
(C) Straight Sequential Performance Ranking Technique
(D) Forced Choice Evaluation Method

76. Which of the following components is an essential element of an effective Performance Management System (PMS) in educational organizations?
(A) Secret Surveillance, Sudden Administrative Inspection, Immediate Punishment, and Demotion
(B) Financial Auditing, Institutional Asset Liquidation, Inventory Control, and Local Taxation
(C) Random Selection, Passive Supervisory Observation, Unilateral Rating, and Record Archiving
(D) Performance Planning, Continuous Coaching, Appraisal, and Feedback.

77. The term '360-degree feedback' was originally coined and structured primarily to facilitate:
(A) Facilitating holistic employee self-awareness and leadership growth.
(B) Calculating automatic wage deductions and attendance penalties for non-compliance.
(C) Executing immediate administrative termination of low-performing probationary staff.
(D) Replacing human evaluators entirely with automated statistical software algorithms.

78. Consider the following criteria used in evaluating teacher effectiveness:
I. Classroom instructional delivery and subject command
II. Learner assessment techniques and feedback quality
III. Contribution to co-curricular and school administrative activities
IV. Professional development and continuous learning participation
Which of the above criteria are appropriate for comprehensive teacher appraisal?

MCQGPT

(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

79. Which error occurs when a supervisor evaluates an employee based on a general stereotype regarding the employee's gender, age, community, or region?
(A) Central Tendency Performance Rating Error
(B) Recency Effect and Memory Bias
(C) Stereotyping / Personal Bias Error
(D) Historical Spillover Effect Bias

80. In an APAR, if a Reporting Officer rates an employee as 'Outstanding' but provides no narrative justification or specific accomplishments in the text column, what action is expected of the Reviewing Officer?
(A) Accept the numerical rating blindly without raising any administrative questions
(B) Cancel the employee's annual financial increment immediately without notice
(C) Forward the official APAR file directly to the Ministry of Home Affairs for review
(D) Direct the Reporting Officer to justify or modify the grade.

81. Which appraisal method involves the evaluator maintaining a logbook for each staff member to record significant positive and negative work actions as they occur throughout the year?
(A) Forced Distribution Method
(B) Critical Incident Method
(C) Graphic Rating Scale
(D) Management by Objectives

82. A newly promoted Vice-Principal is tasked with conducting feedback sessions for teachers whose classroom engagement scores were below expectations. The Vice-Principal opens the meeting by asking open-ended questions, encouraging teachers to analyze their own lessons, and collaboratively setting actionable targets for improvement.
Which approach to performance feedback is being demonstrated?
(A) Authoritarian tell-and-sell supervisory administrative approach
(B) Formal punitive administrative interrogation process
(C) Non-directive developmental counseling approach
(D) Passive-avoidant administrative performance appraisal approach

83. Under the Central Civil Services (Performance Appraisal Report) guidelines, what happens if a Reporting Officer fails to write the APAR within the prescribed timeline despite reminders?
(A) The employee is automatically granted an 'Outstanding' performance grade by default.
(B) The entire reporting year is declared null and void for official pension calculation.
(C) The employee is granted immediate ex-cadre administrative promotion without review.
(D) The Reviewing Officer writes the appraisal directly, noting the failure.

84. Which of the following is a primary objective of 'Self-Appraisal' in the context of professional school development?
(A) Fostering reflective teaching practice and professional agency.
(B) Shifting complete administrative liability entirely onto individual classroom teachers.
(C) Reducing the administrative and financial workload of the school accounting officer.
(D) Bypassing mandatory requirements of formal supervisory review by the school Principal.

85. When a school leadership team uses appraisal data to identify institutional training gaps and design targeted In-Service Teacher Education (INSET) workshops, performance appraisal is serving which function?
(A) Punitive Function
(B) Developmental Function
(C) Statutory Inspection Function
(D) Purely Administrative Function

86. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Performance appraisal systems in schools should rely on multiple criteria rather than a single student examination pass percentage.
Reason (R): Student examination results are influenced by diverse contextual variables outside the teacher's exclusive control, such as baseline student ability and socio-economic background.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A

Downloaded from www.pdf.tube

employees, what is the numerical scale range used for overall assessment?
(A) 0 to 5
(B) 1 to 10
(C) 1 to 100
(D) A to F letters only

56. An APAR numerical score between 8 and 10 is categorized as which of the following overall performance grades?
(A) Average Grade
(B) Good Grade
(C) Outstanding
(D) Very Good Grade

57. What is the minimum continuous period under a Reporting Officer required for an officer's APAR to be written by that Reporting Officer during a reporting year?
(A) 1 month
(B) 3 months
(C) 6 months
(D) 9 months

58. A Post Graduate Teacher works under Principal 'A' for 4 months and then under Principal 'B' for 8 months in the same financial year. How should the annual APAR for this teacher be written according to established rules?
(A) Principal 'B' writes the official APAR for the entire 12-month period as current reporting officer.
(B) No APAR is written for that financial year due to administrative transfer policies in force.
(C) The Education Officer (Zone) writes a combined single performance report for the full year.
(D) Principal 'A' writes for 4 months, and Principal 'B' writes for 8 months separately.

59. Self-Appraisal in the APAR format allows the employee to:
(A) Highlight achievements, target completions, special contributions, and constraints faced.
(B) Assign their own final numerical grade which cannot be altered or reviewed by superior officers.
(C) Select their preferred Reviewing and Accepting officers for the current annual evaluation cycle.
(D) Grant themselves annual financial increments directly without obtaining higher administrative sanction.

60. When a Reporting Officer records adverse remarks in a teacher's APAR, what requirement must be fulfilled by the Reporting Officer prior to writing such remarks?
(A) The teacher must be immediately suspended from active service duty pending formal inquiry.
(B) The teacher must have been issued prior guidance or warnings advising improvement.
(C) Prior written statutory permission must be formally obtained from the High Court of Delhi.
(D) The adverse entries must be unanimously approved by the local School Management Committee.

MCQGPT

61. Which of the following is a key objective of linking performance appraisal with the Departmental Promotion Committee (DPC) proceedings?
(A) Eliminating seniority factors completely from all statutory institutional promotion considerations.
(B) Allowing external non-academic political figures to select candidates for career promotion.
(C) Guaranteeing automatic financial promotion to all staff every three years regardless of performance.
(D) Ensuring promotion decisions are based on objective merit and recorded performance.

62. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Self-appraisal enhances reflection and self-awareness among teaching faculty during performance evaluation.
Reason (R): Self-appraisal provides teachers with an opportunity to articulate their contributions, contextual difficulties, and professional development needs.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

63. Under Modified Assured Career Progression Scheme (MACP) rules applicable to educational staff, financial upgradation requires the

system installed in faculty staff rooms.
(B) Measures the frequency with which specific critical behaviors are demonstrated.
(C) A standardized psychological battery test measuring physical and cognitive reflexes.
(D) A student peer evaluation rating card utilized for grading secondary school teachers.

96. How does Behavior Observation Scale (BOS) differ from Behaviorally Anchored Rating Scale (BARS)?
(A) BOS uses letter grades for evaluation, whereas BARS uses color-coded numerical performance indicators.
(B) BOS is applied exclusively to non-teaching administrative staff, whereas BARS is used for students.
(C) BOS measures behavior frequency, whereas BARS anchors ratings to specific behavioral examples.
(D) BOS is a traditional qualitative evaluation method, whereas BARS is an ancient rating technique.

97. Which of the following is considered a primary administrative pitfall of using 'Straight Ranking' for teacher evaluation in large schools?
(A) It takes far too little administrative time to prepare and administer across large faculty departments.
(B) It provides excessive detailed qualitative feedback to individual underperforming staff members.
(C) It requires complex advanced mathematical modeling software to compute individual teacher ranks.
(D) It becomes cumbersome for large groups and does not indicate the magnitude of difference between ranks.

98. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Potential appraisal requires evaluating competencies beyond those needed for the employee's current job role.
Reason (R): Future higher-level roles often demand distinct skill sets, such as strategic decision-making, administrative foresight, and conflict resolution, which may not be fully utilized in current operational roles.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

99. Which of the following potential appraisal techniques involves placing candidates in simulated organizational situations (e.g., handling administrative correspondence, managing budgets, resolving staff disputes) to observe their leadership behaviors?
(A) Situational Simulation / In-Basket Exercises
(B) Standardized Written Subject Knowledge Test
(C) Routine Administrative Attendance Review
(D) Informal Peer Friendship Survey Questionnaire

100. In an APAR evaluation, what is the role of 'Pen Picture' written by the Reporting Officer?
(A) Drawing a literal artistic visual portrait or photograph sketch of the officer concerned.
(B) A succinct qualitative assessment capturing personality, integrity, attitude, and capacity.
(C) Listing all personal physical and real estate assets held by the employee and family.
(D) Recording complete medical prescription history and health records of the employee.

101. What is the mandatory time frame within which the Accepting Authority in GNCTD/Central Civil Services must complete the APAR process after receiving it from the Reviewing Officer?
(A) Within five full financial years of initial physical receipt by the department
(B) Before the employee reaches statutory superannuation without intermediate deadlines
(C) As per prescribed annual APAR timetable (usually by December 31st).
(D) Within twenty-four business hours of formal submission by reviewing officers

102. Consider the following components of an effective Performance Counseling session:
I. Active listening and empathy by the supervisor
II. Mutual identification of root causes of performance issues
III. Collaborative formulation of an Action Plan with achievable targets
IV. Unilateral imposition of financial penalties without discussion

Click Here to Buy book on Flipkart

categories. However, comparing teachers in direct pairwise combinations defines the Paired Comparison Method, not the standard Ranking Method, which simply ranks individuals sequentially. Thus, statements regarding rating scales and distribution curves accurately represent traditional performance evaluation methodologies.

8. (A) $\frac{N(N-1)}{2}$
The Paired Comparison Method evaluates each individual directly against every other member within a specified group. Mathematically, determining the total number of distinct paired comparisons required for evaluating a group consisting of N employees utilizes the standard combinatorial formula $\frac{N(N-1)}{2}$. This formula ensures every unique pairing is accounted for systematically during evaluation without duplicate comparisons.

9. (B) Evaluators cannot easily discern the exact scoring weightage assigned to statements, creating resistance.
The Forced Choice Method presents evaluators with sets of descriptive statements designed to reduce subjective rating bias. A major inherent operational limitation is that raters cannot easily determine the specific scoring weights assigned to these statements by human resource personnel. This lack of scoring transparency frequently causes frustration and resistance among supervisors conducting performance assessments in institutional setups.

10. (B) Straight Ranking Method
The Straight Ranking Method is a simple traditional appraisal technique where a supervisor arranges employees in a sequential order from highest to lowest based on overall performance. Rather than evaluating staff members against standardized rubrics or individual behavioral benchmarks, this method directly compares colleagues against one another, establishing a clear hierarchical preference order across the target group.

11. (A) Forced Distribution Method
The Forced Distribution Method requires evaluators to assign employee performance ratings into fixed, predetermined percentage categories following a normal statistical curve. By compelling supervisors to categorize staff into specific brackets, such as top performers, average workers, and poor performers, this structured technique effectively combats common rating distortions including leniency bias, strictness error, and central tendency tendencies.

12. (C) Specific, highly effective or ineffective job behaviors during critical work situations.
The Critical Incident Method focuses on recording specific, significant employee actions observed during critical work situations that lead to success or failure. Supervisors maintain detailed ongoing records of extraordinary effective or ineffective behaviors rather than routine daily duties. This approach provides factual, concrete evidence for performance discussions and minimizes reliance on vague impressions during formal evaluation reviews.

13. (D) 360-Degree Appraisal
Multi-source performance evaluation, widely known as 360-degree appraisal, systematically gathers performance feedback from multiple organizational perspectives. This includes insights provided by superiors, departmental peers, subordinates, external stakeholders, and self-appraisal. By collecting observations from diverse administrative and operational angles, this comprehensive modern method offers a holistic, balanced evaluation of professional leadership competencies and teaching capabilities.

14. (A) Both A and R are true and R is the correct explanation of A
The 360-degree appraisal technique provides a holistic evaluation of leadership effectiveness by collecting feedback from diverse organizational stakeholders. Relying on input from peers, subordinates, supervisors, and external clients minimizes individual evaluator subjectivism and personal bias. Combining these multi-source perspectives generates a balanced, comprehensive profile that accurately reflects overall performance and highlights actionable developmental opportunities for professional growth.

15. (B) Upward feedback or customer feedback
Within a 360-degree performance evaluation framework implemented in schools, student ratings of classroom delivery represent upward feedback or customer feedback. Because students directly receive daily educational instruction, their perspectives offer valuable insight regarding

MCQGPT

correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

111. Which term describes the process of systematically gathering data regarding a teacher's instructional practice through direct classroom observation to provide formative coaching?
(A) Academic Supervision / Mentoring
(B) Statutory Administrative Audit Inspection
(C) Formal Disciplinary Inquiry Proceeding
(D) Financial and Inventory Verification

112. Under DoPT guidelines for APAR maintenance, what is the procedure when the Reporting Officer has retired prior to writing the APAR?
(A) The entire APAR record is permanently deleted and expunged from government service records.
(B) The employee writes their own final annual performance evaluation without any supervisory review.
(C) If retired within 3 months, they write it within 1 month; else Reviewing Officer writes it.
(D) The designated school librarian completes the APAR on behalf of administrative authorities.

113. What is the key focus of '360-degree appraisal' when applied to school Principals?
(A) Evaluating personal physical health status through compulsory annual medical fitness examinations.
(B) Inspecting school building civil works construction quality and structural safety compliance.
(C) Tracking daily personal travel routes and arrival times of the school Principal continuously.
(D) Assessing leadership and decision-making using feedback from teachers, peers, and superiors.

114. Consider the following functions of performance appraisal in educational leadership:
I. Determining developmental and training requirements for teachers
II. Providing administrative records for promotions, MACP, and tenure extensions
III. Enhancing organizational communication and role clarity
IV. Facilitating reflective professional practice and career goal alignment
Which of the above statements represent key functions of teacher appraisal?
(A) I and II only
(B) II and III only
(C) I, III and IV only
(D) I, II, III and IV

MCQGPT

115. In performance management, 'Key Result Areas' (KRAs) refer to:
(A) Core responsibility areas where employees must deliver outputs to meet objectives.
(B) Geographically remote posting locations designated specifically for staff administrative transfers.
(C) Optional extra-curricular personal hobbies and interests listed voluntarily by employees.
(D) Financial account heads strictly reserved for emergency structural repairs and maintenance.

116. Which appraisal method is specifically susceptible to 'Leniency Bias' because evaluators face no fixed limits on how many high ratings they can award?
(A) Standardized Forced Distribution Assessment Method
(B) Forced Choice Rating Scale Method with fixed weights
(C) Graphic Rating Scale without forced distribution
(D) Paired Comparison Performance Evaluation Technique

117. What is the main objective of establishing a formal 'Appraisal Calendar' in educational institutions?
(A) Scheduling mandatory official holiday periods and leave rosters for non-teaching administrative staff.
(B) Fixing exact dates and venues for annual intra-school sports competitions and cultural events.
(C) Regulating daily morning assembly timings and period bell schedules across academic terms.
(D) Ensuring appraisals, self-evaluations, ratings, and feedback occur within set timelines.

118. A Principal observes that a senior PGT demonstrates excellent subject knowledge but

struggles with digital classroom technology required under new curriculum guidelines. The Principal arranges peer-mentoring with a computer teacher, assigns self-paced online modules, and schedules a developmental review after two months.
This administrative strategy is an example of:
(A) Target-oriented performance development
(B) Retaliatory administrative action taken by superiors
(C) Formal initiation of statutory disciplinary penalty proceedings
(D) Bypassing standard performance appraisal operational procedures

119. In the APAR system applicable to central service officers, what is the consequence of an employee receiving an overall numerical grade below the benchmark required for promotion?
(A) The employee's basic salary is permanently reduced by 50% across all subsequent pay periods.
(B) The grade is treated as adverse, communicated, and 15 days are given for representation.
(C) The employee is immediately terminated from service without any statutory right of administrative appeal.
(D) The APAR file is permanently suppressed, hidden, and sealed away from the employee concerned.

120. Which of the following is an essential prerequisite for setting effective performance indicators in school staff appraisal?
(A) Maintaining absolute secrecy of evaluation criteria and scoring rubrics from all employees.
(B) Basing evaluation criteria solely on employee chronological age and total length of service.
(C) Clear job descriptions, role expectations, and measurable standards aligned with goals.
(D) Conducting informal annual performance appraisals without maintaining written documentation.

121. In potential appraisal, 'Assessment Centres' utilize 'Leaderless Group Discussions' to primarily evaluate candidates' capabilities in:
(A) Memorization speed and recall accuracy of complex statutory administrative regulation numbers.
(B) Administrative typing speed, word processing accuracy, and shorthand transcription under time pressure.
(C) In-depth theoretical knowledge and application of advanced mathematical and statistical theorems.
(D) Spontaneous leadership, communication, persuasion, and joint problem-solving.

122. What is the primary characteristic of 'Behaviorally Anchored Rating Scales' (BARS) that makes them highly acceptable in professional litigation or formal appeals?
(A) High job-relatedness, clear behavioral definitions, and reduced subjective rater bias.
(B) Automated numerical grade generation completely eliminating human supervisory intervention.
(C) Maintaining total administrative confidentiality and secrecy from the evaluated employee.
(D) Minimal setup and administrative effort required by management during initial implementation.

123. The 'Horn Effect' in teacher performance evaluation is best described as:
(A) Giving consistently high scores to all teaching staff who actively participate in musical activities.
(B) Allowing a single perceived negative trait to unfairly lower ratings across all dimensions.
(C) Rating all classroom teachers as average across dimensions to avoid interpersonal workplace conflict.
(D) Evaluating teachers strictly and exclusively on daily physical presence and attendance register metrics.

124. Which of the following feedback approaches focuses on encouraging the employee to propose their own developmental solutions rather than receiving direct instructions from the supervisor?
(A) Directive or Authoritarian Supervisory Feedback Style
(B) Passive-Aggressive Administrative Feedback Style
(C) Non-directive / Developmental Feedback Style
(D) Coercive Command and Control Feedback Style

125. In the APAR framework, what is the role of the 'Accepting Authority'?
(A) The official school accountant responsible

Downloaded from www.pdf.tube

for filing physical service record documents.
(B) The designated peer colleague tasked with checking spelling and grammatical mistakes in reports.
(C) The external statutory audit officer assigned to verify official travel reimbursement bills.
(D) The authority who reviews ratings, resolves discrepancies, and accepts the final grade.

126. Under CCS rules and standard administrative procedures, when an adverse entry in an APAR is upgraded or expunged upon considering a representation, what must be done?
(A) Records are updated with the modified grade, and written decision is sent to the employee.
(B) The entire physical service book record of the employee concerned is permanently destroyed.
(C) The original Reporting Officer who recorded the remark is automatically suspended from service.
(D) The employee is awarded an extra advance financial increment immediately upon decision.

127. Which performance appraisal error is directly combated by requiring supervisors to maintain documented evidence and logs of employee performance throughout the entire reporting period?
(A) Strictness Bias
(B) Recency Bias
(C) Central Tendency Error
(D) Leniency Bias

128. In educational institutions, 'Teacher Self-Appraisal' forms an integral part of portfolio-based assessment because it allows teachers to present:
(A) A comprehensive list of personal financial assets, liabilities, and real properties held
(B) Formal written complaints made against peer teaching colleagues, administration, and parents
(C) Lesson plans, teaching aids, student work samples, and reflection logs.
(D) Official written recommendations submitted for political appointments and administrative favors

129. What is a primary disadvantage of relying exclusively on 'Ranking Method' for teacher evaluations across a large educational jurisdiction?
(A) It takes an excessively long administrative time to compute final numerical ranks across departments.
(B) It provides far too much detailed qualitative feedback to low-performing institutional staff members.
(C) It is explicitly declared illegal under the statutory provisions of the Right to Education Act.
(D) Forces comparisons when actual differences are small, creating artificial distinctions.

MCQGPT

130. In the MBO framework, performance standards must be established during which phase?
(A) Performance Planning Phase at the start
(B) Final Evaluation Phase conducted after year end
(C) Official Retirement Processing and Pension Phase
(D) Statutory Disciplinary Appeal and Hearing Phase

131. Which of the following is considered a key ethical responsibility of a Principal while writing the Annual Performance Appraisal Reports of school staff?
(A) Ensuring all senior faculty staff members receive 'Outstanding' performance grades automatically.
(B) Maintaining impartiality, factual evaluation, and freedom from personal or social bias.
(C) Delegating the complete writing of APAR qualitative remarks to junior administrative office clerks.
(D) Copying qualitative appraisal remarks verbatim from previous years' official service records.

132. What is 'Proximity Error' in rating scale evaluation?
(A) Rating teachers higher simply because their assigned desks sit closer to the Principal's office
(B) Rating teachers based strictly on the geographical distance of their residence from the school
(C) Rating traits similarly when they appear physically close on the appraisal form.
(D) Giving disproportionately high performance marks to teachers evaluated near the end of the work day

133. Which of the following statements best defines 'Performance Counseling' in an administrative setting?
(A) A formal legal cross-examination conducted prior to issuing an administrative charge sheet
(B) An informal medical consultation provided for occupational stress and workload management
(C) A formal monetary negotiation session regarding annual salary increments and allowances
(D) A structured developmental conversation helping employees analyze performance and grow.

134. In potential appraisal, 'In-Basket Exercise' tests a candidate's ability to:
(A) Prioritizing, delegating, and handling administrative tasks under strict time constraints.
(B) Sorting physical incoming departmental mail strictly according to postal pincodes and zones
(C) Purchasing routine administrative office supplies within established quarterly budget limits
(D) Conducting routine physical inventory audits across institutional equipment and store logs

135. What is the primary purpose of the 'Mid-Term Review' in a structured Management by Objectives (MBO) system?
(A) Issuing final annual promotions and salary grade upgrades halfway through the evaluation year
(B) Tracking target progress, identifying obstacles, and adjusting strategies as context changes.
(C) Finalizing official superannuation and pension paper calculations well ahead of schedule
(D) Eliminating underperforming teaching staff immediately without completing the academic term

136. Which judgment of the Supreme Court affirmed that non-communication of an entry in an ACR/APAR has adverse consequences on an employee's prospects for promotion and is therefore illegal?
(A) Minerva Mills vs. Union of India (1980)
(B) Kesavananda Bharati vs. State of Kerala (1973)
(C) Abhijit Sen vs. Uttar Pradesh Jal Nigam (2007) / Dev Dutt vs. Union of India (2008)
(D) Maneka Gandhi vs. Union of India (1978)

137. Which performance appraisal method utilizes a pair of forced statements (e.g., 'Works hard' vs. 'Maintains classroom discipline') where both items seem desirable, but only one is weighted as predictive of high job success?
(A) Graphic Rating Scale
(B) Straight Ranking Method
(C) Narrative Essay Method
(D) Forced Choice Method

138. In educational management, 'Mentoring' differs from 'Supervision' primarily because mentoring is based on:
(A) A supportive, trust-based developmental relationship focusing on long-term growth.
(B) Possessing formal statutory power to impose administrative and disciplinary service penalties
(C) Executing routine administrative inspection of infrastructure and operational facility logs
(D) Maintaining strict regulatory compliance tracking as mandated under public service law

139. Which of the following is an example of an 'Adverse Remark' in an APAR?
(A) Written formal praise for successfully organizing an outstanding annual school function
(B) Direct negative comments on integrity, stability, or duty failure despite prior warnings.
(C) Official supervisory commendation for achieving 100% pass results in subject examinations
(D) Formal encouragement to actively participate in upcoming national academic conferences

140. What is '360-degree appraisal' feedback primarily used for in modern corporate and educational management?
(A) Automatic generation and processing of monthly payroll salary slips
(B) Determining exact overtime allowance payments for administrative staff
(C) Personal development, leadership self-awareness, and coaching.
(D) Replacing statutory judicial procedures in formal administrative inquiries

Click Here to Buy book on Amazon

141. In the context of school administration, what does the term 'Rater Bias' encompass?
(A) Total financial administrative cost associated with purchasing specialized rating software
(B) Average completion speed when filling out performance appraisal questionnaires manually
(C) Statistical variance observed across student end-of-term standardized exam scores
(D) Subjective distortion by evaluators that systematically skews ratings away from truth.

142. Which of the following methods requires a supervisor to write short descriptive paragraphs regarding an employee's character, accomplishments, and developmental needs without using structured numerical scales?
(A) Essay Appraisal Method
(B) Behaviorally Anchored Rating Scale
(C) Forced Distribution Method
(D) Weighted Checklist Method

143. What is the main operational purpose of an Annual Performance Appraisal Report (APAR) timeline prescribed by the government?
(A) Regulating annual school vacation dates and administrative holiday schedules across zones
(B) Ensuring timely completion of evaluations and preventing delays in promotion decisions.
(C) Controlling annual capital expenditure on school infrastructure and facility maintenance
(D) Determining daily classroom bell schedules and teacher period substitution rosters

144. Which appraisal error occurs when an evaluator evaluates an employee favorably simply because the employee belongs to the same alumnus university or cultural background as the evaluator?
(A) Central Tendency Performance Rating Error
(B) Sequential Contrast Effect Evaluator Bias
(C) In-Group Favoritism / Similarity Error
(D) Historical Performance Spillover Effect Bias

145. What is the fundamental focus of 'Instructional Leadership' executed by a school Principal?
(A) Managing financial investments and capital assets in national stock exchange markets
(B) Auditing municipal bus transport routes and vehicle safety maintenance schedules
(C) Directing local political campaign activities and community outreach in the district
(D) Supporting high-quality teaching, curriculum alignment, monitoring, and teacher growth.

MCQGPT

146. Which of the following represents an essential step in conducting an effective formal performance appraisal interview?
(A) Discussing achievements first, analyzing performance gaps, and setting joint future targets.
(B) Interrogating the employee aggressively without allowing them an opportunity to speak
(C) Declaring the final numerical grade without explaining the underlying administrative reasoning
(D) Reading out formal complaints received from unverified anonymous sources without verification

147. Under standard government service guidelines, if an officer receives a 'Below Benchmark' rating in APAR that renders them ineligible for promotion, what opportunity must be provided to the officer?
(A) Mandatory early administrative superannuation without prior notice or hearing rights
(B) Communicating the entry in full and providing 15 days to submit a written representation.
(C) Direct transfer to an outstation branch with immediate effect under administrative exigency
(D) Imposition of a formal administrative financial penalty equivalent to one month's basic salary

148. Which appraisal method relies on detailed critical incident logs translated through rigorous scaling into behavioral anchors spanning low to high performance points along a rating scale?
(A) Simple Graphic Performance Rating Scale Method
(B) Straight Sequential Performance Ranking Method
(C) Behaviorally Anchored Rating Scale (BARS)
(D) Paired Comparison Evaluation Assessment Method

149. What is the principal operational benefit of using 'Self-Appraisal' alongside supervisor appraisal in an APAR?
(A) It completely eliminates the administrative

Which of the above are appropriate elements of performance counseling?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

103. In performance appraisal, 'Forced Choice Method' was specifically designed to minimize which evaluator tendency?
(A) Excessive speed of calculating final numerical grades
(B) Evaluator bias and rating inflation or deflation
(C) Delivering constructive performance feedback to employees
(D) Encouraging systematic employee self-reflection processes

104. Which of the following is an example of an 'Internal Benchmark' used in evaluating school operational quality?
(A) CBSE national topper score benchmarks calculated across all participating states
(B) International PISA assessment baseline standardized scores for secondary schools
(C) Historical performance trends and year-on-year academic growth of the school
(D) Private educational institution tuition fee structures and revenue comparisons

105. When an evaluator rates an employee based on a recent major mistake while ignoring eleven months of outstanding performance throughout the rest of the year, this is an instance of:
(A) Positive Leniency Evaluator Bias
(B) Central Tendency Evaluation Error Bias
(C) Proximity Evaluation Error Bias
(D) Negative Recency Bias / Horn Effect

106. A Principal conducts a professional review of a senior teacher who has shown exceptional pedagogical innovation but frequently submits monthly attendance registers past the deadline. The Principal commends the classroom innovation, clarifies the administrative necessity of timely record compliance, and agrees on a streamlined monthly tracking schedule.
Which management balance is the Principal achieving?
(A) Balancing instructional leadership with administrative discipline via feedback.
(B) Sacrificing academic instructional quality for routine administrative bureaucracy
(C) Ignoring administrative non-compliance and record-keeping defaults completely
(D) Delegating core Principal leadership authority directly to external inspectors

107. Which of the following methods of performance evaluation requires supervisors to rate employees on a continuous numerical continuum (e.g., 1 to 5) across defined dimensions such as 'Job Knowledge', 'Punctuality', and 'Teamwork'?
(A) Straight Ranking Method
(B) Graphic Rating Scale
(C) Essay Appraisal Method
(D) In-Basket Exercise

108. In teacher performance evaluation, what is meant by 'Rater Reliability'?
(A) The speed and efficiency with which an evaluator completes all required appraisal forms
(B) The degree to which overall ratings are kept strictly secret from the evaluated employee
(C) Consistency and stability of ratings across different evaluators or time points.
(D) The alignment of individual performance ratings with employee service seniority levels

109. What is 'Construct Validity' in the context of an appraisal instrument?
(A) The total financial cost associated with printing the paper evaluation forms across departments
(B) The total physical length and number of items in the administrative feedback questionnaire
(C) The total number of official pages contained within the administrative service book record
(D) Degree to which the instrument accurately measures the target job performance dimension.

110. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Total Quality Management (TQM) principles emphasize continuous professional development and process improvement over punitive inspection in school management.
Reason (R): TQM views operational failures as defects in system processes rather than individual staff malice, encouraging collaborative problem-solving.
In the light of the above statements, choose the

Downloaded from www.pdf.tube

ANSWERS

1. (A) Evaluating past teacher performance to identify strengths, developmental needs, and future potential
Performance appraisal in educational institutions primarily aims to evaluate past instructional effectiveness to identify individual strengths and professional developmental needs. It supports career planning and administrative decision-making while fostering institutional growth. By assessing competencies systematically, educational administrators can align teacher growth with organizational goals, facilitate targeted training programs, and encourage continuous pedagogical improvement across academic departments.

2. (C) Performance appraisal is an ongoing development-oriented evaluation process, whereas inspection is typically periodic, normative, and compliance-driven
Performance appraisal is a continuous, development-oriented mechanism designed to foster professional growth, enhance competence, and encourage reflective practice among educators. Conversely, administrative inspection is traditionally periodic, normative, and focused on maintaining standard regulatory compliance. While inspection assesses adherence to external institutional rules, appraisal focuses on supporting individual potential and improving overall institutional effectiveness through collaborative reflection.

3. (A) Both A and R are true and R is the correct explanation of A
In school educational management, performance appraisal must balance administrative and developmental objectives. Administrative functions fulfill organizational requirements such as promotion, transfer, placement, and salary determination. Developmental functions concentrate on identifying specific instructional training gaps, enhancing teaching methodologies, and supporting individual career progression. The rationale directly clarifies why maintaining both operational functions is crucial for total institutional quality.

4. (D) Determining eligibility for promotion through Departmental Promotion Committees (DPC) and Modified Assured Career Progression (MACP)
Annual Performance Appraisal Reports in public school administration serve as fundamental documentary evidence for critical career decisions. They provide objective service data required by Departmental Promotion Committees when evaluating candidates for formal promotions. Additionally, these recorded evaluations determine eligibility for financial upgradation under schemes like Modified Assured Career Progression, ensuring merit-based progression within civil service administrative structures.

5. (B) Alignment of individual teacher performance goals with institutional vision and academic improvement plans
A robust performance appraisal system within school management provides structural framework for harmonizing individual professional goals with overall institutional strategies. By establishing clear expectations, teachers understand how their classroom instruction directly advances school improvement plans. This strategic alignment enhances organizational cohesion, increases accountability, and ensures that faculty development efforts systematically contribute toward fulfilling the broader academic mission.

6. (C) Essay Appraisal Method
The Essay Appraisal Method is a traditional qualitative technique wherein the evaluator writes a detailed narrative summarizing an employee's overall performance. This narrative outlines specific job achievements, notable strengths, technical weaknesses, and future promotional potential. By providing qualitative depth beyond numeric scores, this method allows supervisors to capture complex, context-specific aspects of classroom teaching and administrative performance.

7. (A) I and II only
Graphic Rating Scales evaluate performance against fixed traits using continuous scales, while the Forced Distribution Method mandates placing ratings into predetermined bell-curve

MCQGPT

requirement for any supervisory grading or review

(B) It automatically awards maximum financial performance bonuses to all participating employees

(C) It prevents higher administrative authorities from reviewing or modifying official appraisal files

(D) Bridges perception gaps between employee and supervisor, fostering dialogue on expectations.

150. In the administrative process of teacher management, performance appraisal data should ideally be integrated with which of the following HR functions to maximize institutional quality?

(A) Training and Development, Succession Planning, DPC Promotion, and Merit Rewards

(B) Bus transport route allocation and school building annual painting schedules

(C) Daily cafeteria food menu design, quality checks, and nutritional planning

(D) Student roll number allocation procedures and annual classroom seating plans

****

Click Here to Buy book on Flipkart

instructional clarity, engagement, and classroom management. Integrating recipient feedback helps educators identify practical pedagogical strengths and address dynamic learning needs effectively.

16. (D) Open organizational culture, high psychological safety, and rater anonymity.
Successful implementation of a 360-degree performance appraisal requires an organizational environment built on open communication, psychological safety, and guaranteed rater anonymity. When participants feel secure that honest evaluations will not result in personal retaliation or professional hostility, they provide genuine, constructive feedback. This trust enables educational institutions to utilize multi-source data effectively for professional development.

17. (A) Peter Drucker
Management by Objectives was introduced and popularized by management theorist Peter Drucker in his seminal 1954 book, "The Practice of Management." This strategic administration framework emphasizes setting clear, mutually agreed objectives between managers and employees. By aligning individual targets with broader institutional goals, MBO enhances operational performance, organizational accountability, and continuous performance evaluation.

18. (A) I → II → III → IV
The Management by Objectives process follows a systematic chronological order. It begins with establishing overarching organizational goals, followed by formulating mutually agreed individual targets aligned with those goals. Next, managers ensure continuous monitoring of performance and progress during the operational cycle. Finally, the process concludes with a formal evaluation review and feedback session to assess target achievement.

19. (A) Specific, Measurable, Achievable, Relevant, and Time-bound
The SMART acronym in Management by Objectives represents goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. Framing objectives around these five criteria ensures operational clarity, facilitates objective tracking, and promotes realistic goal attainment. In educational planning, SMART targets help faculty members and administrators focus efforts effectively on measurable learning outcomes and institutional developmental priorities.

20. (D) It neglects qualitative pedagogical aspects that cannot be easily quantified into short-term targets.
Applying Management by Objectives strictly in academic settings presents challenges because qualitative instructional dimensions, such as fostering critical thinking, emotional intelligence, and moral values, are difficult to quantify. Overemphasizing tangible, short-term measurable targets risks underestimating vital holistic educational contributions. Consequently, critics argue that rigid objective tracking fails to reflect the complete depth of pedagogical effectiveness.

21. (B) Graphic Rating Scale and Critical Incident Method
Behaviorally Anchored Rating Scales integrate quantitative features of graphic rating scales with detailed qualitative descriptions from the critical incident method. By placing specific, observed job behaviors along a numeric continuum, BARS provides structured performance anchors. This hybrid technique retains the analytical benefits of continuous rating scales while ensuring high behavioral specificity derived from actual work situations.

22. (D) Behaviorally Anchored Rating Scale
Defining job performance dimensions using concrete, behavioral examples along a numeric scale exemplifies a Behaviorally Anchored Rating Scale. In this evaluation tool, specific descriptions anchor each numeric point, clarifying expectations from low to high effectiveness. Raters assess observed employee behaviors against these standardized behavioral benchmarks, which reduces subjective interpretation and improves evaluation accuracy in school environments.

23. (C) It provides high behavior-specific clarity, construct validity, and reduced rater bias
Behaviorally Anchored Rating Scales offer significant advantages in performance evaluation by combining precise behavioral descriptions with numeric scales. This structure establishes exceptional construct validity and clear performance expectations for specific job duties. Because raters evaluate concrete actions rather than vague traits, subjective bias and personal

Downloaded from www.pdf.tube

no individual should be condemned or penalized unheard. In administrative performance evaluation, this principle mandates that employees must be informed of adverse APAR remarks and granted fair opportunity to submit written representations before final evaluation decisions are finalized.

93. (D) A collaborative observation process involving pre-conference, observation, analysis, and feedback.
Clinical supervision in educational management is a collaborative professional development process designed to enhance classroom instruction. It follows a structured cycle comprising a pre-observation conference, direct classroom observation, detailed data analysis, and a post-observation feedback session. This collegial approach emphasizes non-punitive instructional coaching, pedagogical reflection, and continuous teacher capability enhancement across schools.

94. (A) Supportive Mentoring Leadership
Engaging in an empathetic conversation, providing immediate temporary administrative support, and arranging peer co-teaching during personal hardship demonstrates supportive mentoring leadership. Rather than resorting to rigid bureaucratic discipline, the school Principal focuses on human welfare, professional encouragement, and collaborative problem-solving to help the teacher regain instructional effectiveness and long-term personal resilience.

95. (B) Measures the frequency with which specific critical behaviors are demonstrated.
A Behavior Observation Scale is a quantitative performance appraisal tool that measures the observed frequency with which an employee demonstrates specific critical job behaviors. Evaluators rate how often particular actions occur using a standardized numeric frequency scale, providing objective, behavior-based evaluation data that reduces rater subjectivity in performance assessments.

96. (C) BOS measures behavior frequency, whereas BARS anchors ratings to specific behavioral examples.
Behavior Observation Scales differ from Behaviorally Anchored Rating Scales in their primary evaluation mechanism. BOS measures how frequently an employee exhibits specific critical job behaviors over time using frequency response scales, whereas BARS anchors rating points directly to concrete behavioral descriptions along a performance continuum. Both improve evaluation objectivity using distinct structural formats.

97. (D) It becomes cumbersome for large groups and does not indicate the magnitude of difference between ranks.
Straight Ranking becomes cumbersome when evaluating large groups of employees because making precise relative comparisons becomes increasingly complex. Additionally, ranking individuals sequentially fails to indicate the actual magnitude of performance differences between adjacent ranks. Consequently, a small performance gap appears identical to a substantial variance, limiting useful administrative feedback.

98. (A) Both A and R are true and R is the correct explanation of A
Potential appraisal evaluates competencies beyond those necessary for an employee's current role. Higher administrative positions demand distinct managerial capabilities, including strategic planning, policy execution, and dispute resolution, which may remain unexercised in daily operational assignments. This functional distinction directly explains why dedicated potential evaluation mechanisms are necessary to assess leadership readiness accurately.

99. (A) Situational Simulation / In-Basket Exercises
In-basket exercises and situational simulations evaluate leadership potential by placing candidates in realistic administrative scenarios. Candidates manage simulated correspondence, solve operational crises, allocate resources, and resolve staff disputes under strict time constraints. Observing performance during these interactive exercises provides evaluators with direct insights into strategic decision-making and administrative capabilities.

100. (B) A succinct qualitative assessment capturing personality, integrity, attitude, and capacity.
In an APAR, the "Pen Picture" represents a concise qualitative narrative assessment written by the Reporting Officer. It summarizes the officer's personality traits, functional integrity, work attitude, interpersonal style, and potential for growth. This qualitative summary complements numerical grades, offering

MCQGPT

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

accomplishments merit. Driven by excessively high standards or harsh judgment criteria, the evaluator avoids giving top scores even to outstanding performers. This systematic understatement of performance undermines employee morale and distorts organizational evaluation records.

33. (D) Spillover Effect
The Spillover Effect occurs when an evaluator assesses an employee's present work outcomes based on previous evaluation ratings rather than current performance. Whether past ratings were positive or negative, allowing historical marks to influence current appraisal results creates unfair evaluation continuity. Evaluators must assess each review period independently to maintain objectivity and accuracy in performance management.

34. (A) Contrast Effect
Contrast Effect occurs when an evaluator's assessment of an individual is unduly influenced by comparisons with a previously evaluated employee rather than objective standards. Rating an average teacher as outstanding simply because the prior candidate performed extremely poorly demonstrates this evaluation error. Appraisals should always evaluate staff members against established job criteria rather than relative sequential order.

35. (B) Rate teachers highly who possess personal characteristics similar to their own
Similarity Error, also termed the "Me-Like-Me" bias, occurs when raters give higher evaluation scores to employees who share similar personal traits, background, values, or working styles. Evaluators unconsciously view their own characteristics favorably, leading to inflated ratings for like-minded colleagues. This subjective bias distorts objective performance appraisal and undermines fairness in organizational talent assessment.

36. (A) Utilizing multi-item objective behavioral anchors and providing comprehensive rater training
Minimizing Central Tendency Error requires combining objective evaluation tools with structured supervisory instruction. Utilizing well-defined, multi-item behavioral anchors provides clear distinction between varying levels of performance, making average ratings less appealing as default scores. Furthermore, comprehensive rater training educates supervisors on identifying evaluation biases, encouraging accurate differentiate between exceptional, satisfactory, and substandard employee performance.

37. (C) Assessing an employee's latent capability to assume higher leadership responsibilities.
Potential appraisal differs from standard performance appraisal by focusing primarily on an individual's future capacity rather than past job achievements. While performance appraisal measures past work success in current duties, potential appraisal evaluates latent capabilities, adaptable skills, and readiness to successfully assume higher managerial responsibilities and leadership roles within the administrative hierarchy.

38. (A) Both A and R are true and R is the correct explanation of A
Exceptional performance in present teaching duties does not automatically guarantee success in administrative leadership positions like Vice-Principal or Principal. Present performance appraisal reflects past mastery of current operational duties, whereas potential appraisal evaluates higher-level leadership competencies required for future roles. This fundamental functional distinction explains why separate evaluation mechanisms are necessary for succession planning.

39. (A) Assessment centres, psychometric testing, and role play
Potential appraisal evaluates an employee's latent capabilities for assuming higher administrative responsibilities. Primary techniques used to assess these future competencies include Assessment Centres, structured psychometric testing, situational role-playing, and management simulations. These specialized diagnostic tools allow evaluators to observe decision-making, strategic thinking, and leadership behaviors under controlled, realistic administrative conditions.

40. (C) Strategic vision, decision-making, emotional intelligence, and interpersonal influence
Assessing potential for school leadership positions requires evaluating advanced managerial and interpersonal competencies beyond basic operational routine. Critical dimensions assessed

Click Here to Buy book on Amazon

compromise rating integrity and yield inaccurate performance assessments.

75. (B) Behaviorally Anchored Rating Scales (BARS)
Behaviorally Anchored Rating Scales utilize critical behavioral statements developed through detailed job analysis to measure performance. These statements are statistically scaled and positioned along a continuous numerical rating scale as explicit anchors. This rigorous structure clarifies performance expectations, links scores directly to observable actions, and minimizes subjective rater interpretation in performance evaluation.

76. (D) Performance Planning, Continuous Coaching, Appraisal, and Feedback.
An effective Performance Management System operates as a continuous administrative cycle comprising performance planning, ongoing coaching, formal appraisal, and constructive feedback. Systematically integrating these four components aligns employee contributions with organizational objectives, fosters continuous professional development, provides clear accountability, and supports ongoing instructional improvement across educational management structures.

77. (A) Facilitating holistic employee self-awareness and leadership growth.
The concept of 360-degree feedback was developed to foster holistic employee self-awareness and facilitate professional leadership growth. By gathering perspectives from supervisors, peers, subordinates, and self-appraisal, this multi-source method helps individuals recognize personal blind spots, identify developmental strengths, and create actionable leadership enhancement plans in supportive organizational environments.

78. (D) I, II, III and IV
Comprehensive teacher appraisal evaluates multiple dimensions of professional performance. Instructional delivery and subject mastery assess teaching competence, while assessment techniques reflect evaluation quality. Participation in co-curricular activities demonstrates commitment to broader school operations, and engaging in continuous professional development ensures ongoing pedagogical growth. Evaluating all four criteria guarantees balanced teacher assessment.

79. (C) Stereotyping / Personal Bias Error
Stereotyping occurs when an evaluator judges an employee based on generalized preconceptions or biases regarding their group identity, such as gender, age, community, or geographic background. This cognitive bias replaces objective performance assessment with unverified assumptions, leading to distorted evaluation ratings and compromising administrative fairness in organizational management.

80. (D) Direct the Reporting Officer to justify or modify the grade.
When an APAR contains an "Outstanding" numerical score without accompanying narrative justification or specific recorded accomplishments, the Reviewing Officer must intervene. The Reviewing Officer directs the Reporting Officer to provide detailed factual justification supporting the high rating or modify the grade accordingly, thereby maintaining administrative rigour, objectivity, and overall evaluation integrity.

81. (B) Critical Incident Method
The Critical Incident Method requires supervisors to maintain an ongoing logbook recording significant positive and negative employee actions as they occur throughout the review year. By capturing concrete, real-time behavioral examples during critical workplace situations, evaluators compile objective factual evidence, avoiding reliance on general impressions or memory during formal annual appraisals.

MCQGPT

82. (C) Non-directive developmental counseling approach
Opening a performance review with open-ended questions, encouraging self-analysis, and collaboratively establishing actionable targets illustrates a non-directive developmental counseling approach. Rather than imposing autocratic administrative instructions, the supervisor guides the employee through reflective self-evaluation and collaborative problem-solving, fostering genuine commitment and active ownership over personal professional development and pedagogical improvement strategies.

83. (D) The Reviewing Officer writes the appraisal directly, noting the failure.
Under Central Civil Services guidelines, if a Reporting Officer fails to complete an APAR

action planning to set clear targets and ends with ongoing follow-up monitoring.

49. (D) Facilitator, active listener, and supportive coach
In performance counseling, an effective administrative supervisor operates primarily as a facilitator, active listener, and supportive coach. Rather than imposing directive commands or searching for faults, the supervisor creates a psychologically safe environment for open dialogue. This collaborative approach encourages employees to analyze their performance, accept constructive feedback, and take responsibility for professional growth.

50. (A) Both A and R are true and R is the correct explanation of A
Communicating Annual Performance Appraisal Reports in full, including numerical ratings, is mandatory in Delhi Government schools. Principles of natural justice and binding Supreme Court directives require complete transparency in public administration. Providing full disclosure ensures employees are fully aware of evaluations, enabling them to submit informed representations for score upgrades or performance improvement.

51. (C) The school Vice-Principal or Principal
In public school management, the immediate administrative supervisor functions as the Reporting Officer responsible for initiating an employee's annual performance report. For Post Graduate Teachers, the Vice-Principal or Principal acts as the Reporting Officer because they directly observe classroom instruction, administrative duty compliance, and overall annual contributions within the institutional workflow.

52. (B) 15 days
Under standard Department of Personnel and Training guidelines governing public service performance appraisals, an employee receives a mandatory timeframe of 15 days to submit a written representation against adverse remarks or below-benchmark ratings. This period begins immediately upon formal communication of the APAR, ensuring constitutional principles of fairness and natural justice.

53. (D) Dev Dutt vs. Union of India (2008)
In the landmark judgment Dev Dutt vs. Union of India (2008), the Supreme Court ruled that all entries in Annual Confidential Reports must be communicated to public employees within a reasonable timeframe. The court emphasized that withholding evaluation ratings, including benchmark entries, violates principles of natural justice and constitutional guarantees of fair administrative procedure.

54. (A) I → II → III
Processing Annual Performance Appraisal Reports follows a strict administrative hierarchy. The process begins with the Reporting Officer, who records initial assessments and numerical grades based on direct observation. Next, the Reviewing Officer evaluates the report for objectivity and balance. Finally, the Accepting Authority conducts final administrative approval, completing the official evaluation cycle.

55. (B) 1 to 10
Modern Annual Performance Appraisal Report systems across central government services and GNCTD utilize a standardized numerical scale ranging from 1 to 10 for overall assessment. Evaluators assign precise numerical scores across various performance parameters, enabling systematic aggregation, comparative evaluation, and objective determination of eligibility for career advancement and promotional benchmarks.

56. (C) Outstanding
Under the standardized numerical grading framework for government APARs, overall scores ranging from 8 to 10 are classified under the "Outstanding" performance category. This highest performance band reflects exceptional job achievements, exemplary administrative efficiency, superior professional competence, and remarkable commitment maintained consistently throughout the entire evaluated annual reporting period across administrative and educational duties.

57. (B) 3 months
According to standard civil service administrative regulations, a Reporting Officer must supervise an employee for a minimum continuous period of three months during a reporting year to write their APAR. This minimum timeframe ensures that the supervisor possesses sufficient

Downloaded from www.pdf.tube

direct observation, familiarity, and objective performance evidence required to formulate a fair evaluation report.

58. (D) Principal 'A' writes for 4 months, and Principal 'B' writes for 8 months separately.
When an employee serves under multiple Reporting Officers for periods exceeding three months during a single financial year, separate performance reports must be written for each segment. Principal 'A' prepares a report covering the four-month tenure, while Principal 'B' completes a report for the remaining eight months, ensuring comprehensive evaluation across all operational periods.

59. (A) Highlight achievements, target completions, special contributions, and constraints faced.
Self-appraisal within the APAR framework allows employees to record specific annual achievements, target completions, notable contributions, and operational constraints encountered during the reporting period. This self-assessment provides essential administrative context to reporting officers, ensuring that final performance evaluations reflect an accurate, balanced, and objective understanding of employee performance and organizational challenges.

60. (B) The teacher must have been issued prior guidance or warnings advising improvement.
Before recording adverse remarks in an employee's APAR, a Reporting Officer must ensure that prior oral or written guidance, counseling, or warnings advising improvement were formally issued during the reporting year. Recording negative entries without giving the employee timely opportunity to correct observed deficiencies violates administrative principles of fairness and procedural due process.

61. (D) Ensuring promotion decisions are based on objective merit and recorded performance.
Integrating performance appraisal reports with Departmental Promotion Committee proceedings ensures that administrative promotions are granted objectively based on documented merit and service records. By evaluating candidate capability using standardized APAR scores, public organizations maintain transparent career advancement frameworks, reduce subjective patronage, promote equity, and encourage consistent high performance across educational institutions.

62. (A) Both A and R are true and R is the correct explanation of A
Self-appraisal fosters reflective practice and heightens self-awareness among teaching faculty during performance evaluations. By articulating specific classroom contributions, contextual challenges, and professional needs, teachers critically reflect on their instructional methods. This reflective process directly explains why self-appraisal enhances self-awareness, enabling educators to take proactive ownership of continuous professional development.

63. (C) 'Good' or 'Very Good' as per applicable service guidelines.
Under Modified Assured Career Progression Scheme guidelines, financial upgradation requires candidates to satisfy mandatory performance benchmarks in annual appraisal reports. Service rules mandate achieving minimum grades, such as "Good" or "Very Good" depending on pay level requirements, across specified preceding reporting years. Meeting these performance standards ensures financial advancement aligns with consistent service quality.

64. (D) Objectively evaluate the Reporting Officer's assessment and adjust grades if justified.
The Reviewing Officer in the APAR hierarchy independently evaluates the assessment recorded by the Reporting Officer. Acting as a supervisory control against individual bias or subjective over-rating, the Reviewing Officer reviews performance entries, ensures evaluation consistency, and modifies numerical scores or qualitative remarks whenever administrative justification supports such adjustments.

65. (A) An authority higher than the Reviewing Officer or Accepting Authority.
When an employee submits a formal representation against adverse remarks or below-benchmark APAR scores within the stipulated timeframe, a superior authority higher than the Reviewing Officer or Accepting Authority reviews the case. This requirement guarantees an independent, impartial administrative examination of facts, adhering strictly to principles of natural justice and fair review.

66. (D) I, II, III and IV
All listed ethical principles are fundamental to performance appraisal in public educational administration. Maintaining objectivity

MCQGPT

protects against personal prejudice, while data confidentiality combined with procedural transparency ensures employee trust. Upholding natural justice through representation rights and applying evaluation criteria consistently guarantees administrative fairness and legal compliance across public institutions.

67. (B) Extroversion/Personality Bias
Personality bias occurs when an evaluator systematically assigns higher ratings to employees exhibiting outgoing, highly expressive personalities while penalizing reserved or introverted staff members. Even when introverted teachers demonstrate superior instructional effectiveness and professional competence, this evaluator bias distorts rating objectivity by favoring specific personality styles over actual job performance.

68. (B) Diagnostic and development-focused during teaching, unlike end-of-period summative evaluation.
Formative evaluation of teacher performance is diagnostic, ongoing, and explicitly focused on continuous professional development during instructional delivery. Unlike summative evaluation, which measures overall performance at the conclusion of a specified period for administrative decisions, formative assessment provides timely qualitative feedback, identifying immediate instructional strengths and guiding pedagogical skill enhancement.

69. (C) Field Review Method
The Field Review Method involves an external appraisal specialist or human resource expert conducting structured interviews with supervisors and examining work records on site. By collecting detailed performance evidence directly from operational settings, this method provides an impartial, standardized evaluation, effectively reducing local supervisor bias and enhancing rating consistency across organizational departments.

70. (D) Recency Bias and Narrow Sampling Error
Disregarding a temporary medical absence during one term and fairly evaluating an entire year's comprehensive achievements demonstrates avoiding recency bias and narrow sampling error. Recency bias overemphasizes recent isolated events while ignoring sustained performance. By assessing total annual contributions rather than short-term distortions, the supervisor achieves a balanced, representative evaluation of overall effectiveness.

71. (A) Maintaining continuous professional growth, accountability, and pedagogical excellence.
Teacher appraisal serves as a cornerstone of quality assurance in school systems by promoting continuous professional growth, operational accountability, and instructional excellence. Systematically evaluating teaching methodologies, content mastery, and classroom management enables educational administrators to maintain standards, identify professional training requirements, and enhance student learning outcomes across institutions.

72. (B) Subject pass percentages and student learning outcome metrics
Subject pass percentages and standardized student learning outcome metrics represent concrete, highly objective performance indicators in teacher appraisal. Unlike subjective impressions regarding teacher personality, appearance, or social demeanor, quantitative academic metrics offer verifiable, factual evidence of instructional effectiveness, enabling educational administrators to evaluate pedagogical outcomes accurately using objective standardized performance criteria.

73. (C) Succession planning and leadership pipeline development
Potential appraisal evaluates employees' latent capabilities and leadership readiness, enabling administrators to design structured succession plans and build robust leadership pipelines. By identifying staff members capable of assuming higher administrative roles, school leaders can provide targeted management training, ensuring smooth leadership transitions and long-term organizational stability in educational administration.

74. (A) Both A and R are true and R is the correct explanation of A
Anonymous peer evaluations can produce distorted appraisal ratings in school environments. The absence of personal accountability in anonymous feedback systems creates opportunities for personal rivalries, jealousy, or collusive reciprocal scoring among colleagues. This structural lack of transparency explains why anonymous peer reviews sometimes

Click Here to Buy book on Flipkart

during potential appraisal include strategic vision, sound administrative decision-making, high emotional intelligence, problem-solving capability, and interpersonal influence. These higher-order leadership skills determine an individual's capacity to guide teams and manage institutional challenges effectively.

41. (D) Current Performance vs. Future Potential
A Potential Matrix, such as the widely utilized 9-Box Grid, plots current employee performance against future growth potential along two distinct axes. By evaluating staff members on both current contribution and leadership capability, this administrative tool helps human resource managers identify top talent, categorize developmental requirements, and formulate effective succession planning strategies across institutions.

42. (A) I, II and IV only
Effective performance feedback must be specific, timely, objective, and directed at actionable behaviors that employees can realistically improve. Continuous informal feedback helps reduce anxiety associated with formal annual reviews. However, feedback should be delivered privately rather than publicly in staff meetings to respect individual dignity, maintain professional trust, and prevent unnecessary public humiliation or resentment.

43. (C) Sandwich Technique
The Sandwich Technique is a feedback delivery method where critical, corrective feedback is framed between two positive statements or compliments. Supervisors use this structured approach to soften the impact of criticism, reduce employee defensiveness, and maintain working relationships. The positive introductory and concluding remarks aim to make the recipient more receptive to constructive suggestions.

44. (D) Recipients may focus on positive statements and ignore critical corrective feedback.
A primary operational limitation of the Sandwich Technique is that employees may focus predominantly on the introductory and closing praise while overlooking the core corrective feedback. Softening critical commentary with surrounding compliments can obscure the urgency of performance issues, leaving employees unaware of necessary behavioral changes required for professional development and performance improvement.

45. (A) Focuses on future solutions, positive behaviors, and growth rather than past mistakes.
Feedforward, as conceptualized by Marshall Goldsmith, differs fundamentally from traditional feedback by focusing on future solutions and positive behavioral options rather than past errors. Instead of analyzing unchangeable past performance, feedforward provides constructive suggestions aimed at improving future outcomes, fostering continuous personal growth, and encouraging positive professional development without creating defensiveness.

MCQGPT

46. (D) Effective Developmental Performance Counseling
Conducting a private discussion to identify specific performance issues, listening empathetically to challenges, and collaboratively creating a structured action plan with follow-up reviews represents effective developmental performance counseling. Rather than imposing immediate punitive sanctions, the supervisor focuses on constructive guidance, professional mentoring, and skill development to support the teacher in achieving pedagogical effectiveness.

47. (B) Assisting teachers to understand strengths, overcome obstacles, and improve capability.
Performance counseling in educational management aims to assist teaching staff in understanding their professional strengths, addressing workplace obstacles, and developing pedagogical capabilities. Designed as a supportive process rather than a punitive tool, performance counseling facilitates open communication, provides constructive guidance, and helps educators enhance instructional effectiveness, leading to continuous personal and institutional improvement.

48. (A) Rapport Building → Problem Identification → Exploration of Alternatives → Action Planning → Follow-up
Structured performance counseling follows a systematic multi-step sequence. The supervisor first establishes trust through rapport building, followed by joint problem identification to clarify performance gaps. Next, both parties engage in the exploration of alternatives to brainstorm potential solutions. The process continues with

within prescribed administrative timelines despite official reminders, reporting rights lapse. In such situations, the Reviewing Officer assumes direct responsibility for writing the annual appraisal, explicitly recording the Reporting Officer's procedural default within official service documentation.

84. (A) Fostering reflective teaching practice and professional agency.
Self-appraisal in professional educational management primarily aims to foster reflective teaching practice and enhance educator agency. By systematically evaluating personal instructional strategies, classroom management, and professional growth, teachers develop greater self-awareness. This introspective process encourages educators to take active responsibility for continuous learning and pedagogical self-improvement within institutional frameworks.

85. (B) Developmental Function
Utilizing appraisal data to identify faculty training needs and design targeted in-service professional development workshops represents the developmental function of performance evaluation. Rather than using evaluation strictly for administrative record-keeping or disciplinary action, developmental applications focus on enhancing professional competencies, improving instructional quality, and supporting long-term growth across institutions.

86. (A) Both A and R are true and R is the correct explanation of A
School performance appraisals must rely on multi-criteria evaluations rather than single examination pass rates. Student academic results are heavily influenced by external contextual factors, including baseline student abilities, socio-economic backgrounds, and home learning environments. This reality directly explains why fair teacher evaluation requires assessing diverse pedagogical and administrative competencies beyond student exam scores.

87. (C) Brainstorming potential strategies together with the ratee to address performance gaps.
During the exploration of alternatives stage in performance counseling, the supervisor and employee collaboratively brainstorm potential strategies to address identified performance gaps. Rather than unilaterally imposing instructions, this interactive phase encourages open dialogue, creative problem-solving, and shared agreement on practical approaches, ensuring the employee actively supports chosen developmental plans.

88. (D) Leniency Error / Compassion Bias
Leniency Error, also frequently referred to as compassion bias, occurs when an evaluator gives higher performance ratings than justified to avoid interpersonal confrontation, uncomfortable conflict, or negative feelings with subordinates. This systematic rating inflation obscures genuine developmental needs, distorts institutional performance records, and compromises objective talent evaluation across administrative departments.

89. (A) Management by Objectives (MBO)
Management by Objectives is a results-oriented appraisal technique that compares actual employee performance against quantitative targets established collaboratively at the start of the review cycle. By focusing on concrete outcome measurement rather than abstract personality traits, MBO establishes clear accountability and aligns individual accomplishments directly with broader organizational goals.

MCQGPT

90. (D) I, II, III and IV
All four listed characteristics are essential for an effective performance appraisal system. Strategic congruence ensures alignment with institutional vision, while high validity and reliability guarantee accurate, consistent measurement. Practical feasibility ensures cost-effective administrative implementation, and maintaining explicit fairness and operational transparency secures staff trust and broad organizational acceptance across institutions.

91. (B) Principle of Natural Justice
Providing an employee a formal administrative opportunity to present representations against adverse APAR entries is rooted in the Principle of Natural Justice. This legal principle guarantees procedural fairness, requiring that affected individuals receive full notice of unfavorable decisions and a fair opportunity to present their defence before adverse administrative actions become final.

92. (C) Hear the other side; no person should be condemned unheard
The legal maxim "Audi Alteram Partem" translates to "hear the other side," asserting that

ambiguity are substantially reduced, leading to fairer, more reliable teacher evaluations.

24. (B) Identifying leadership and managerial potential for promotion
Assessment Centres utilize multi-method evaluation techniques and multiple trained raters to observe employee behaviors across simulated managerial situations. Primary application of this comprehensive approach focuses on identifying leadership capabilities, managerial potential, and readiness for executive promotion. By assessing complex competencies under standardized conditions, organizations identify future leadership talent objectively and plan succession strategies effectively.

25. (D) In-basket exercises, group discussions, and role-playing scenarios
Assessment Centres employ standardized situational simulation techniques to evaluate leadership potential under realistic operational pressure. Standard exercises include in-basket tasks to test administrative prioritization, leaderless group discussions to assess interpersonal influence, and role-playing scenarios to measure problem-solving under stress. Multiple assessors observe participant performance during these interactive simulations to evaluate core administrative and managerial capabilities.

26. (A) Both A and R are true and R is the correct explanation of A
Graphic Rating Scales are widely used across educational institutions primarily due to their structural simplicity, cost-effectiveness, and administrative efficiency. Designing and administering these scales across large faculty groups requires minimal effort and time. This high operational convenience directly explains why administrators frequently implement graphic rating scales despite their known susceptibility to subjective rater errors and cognitive evaluation biases.

27. (D) Forced-Choice Checklist
The Forced-Choice Checklist variation requires raters to select statements from paired options that appear equally favorable or unfavorable. Designed to combat evaluator bias and rating inflation, this technique hides the exact scoring weights of individual statements from the rater. Consequently, evaluators must focus strictly on objective behavioral observation rather than manipulating final scores for preferred staff members.

28. (B) By summing pre-assigned weights of checked descriptive items.
In the Weighted Checklist performance appraisal method, human resource specialists assign specific numerical weights to descriptive statements reflecting various levels of job effectiveness. During the evaluation process, the supervisor indicates which statements accurately describe the employee's observed performance. The final evaluation score is calculated by summing the pre-assigned weights associated with all checked items.

29. (A) Halo Effect
The Halo Effect is a common cognitive rating bias that occurs when an evaluator's overall positive impression of an employee, often driven by a single outstanding trait, favorably influences ratings across all performance dimensions. As a result, the supervisor marks the employee high on unrelated job factors, overlooking specific operational deficiencies or skill gaps.

30. (D) I, II and III
All three descriptions accurately define classic cognitive biases in performance evaluation. The Horn Effect causes one negative trait to unfairly lower ratings across all performance areas. Leniency Error involves systematically giving inflated ratings to all employees regardless of merit. Central Tendency Error occurs when evaluators avoid high or low marks, rating almost everyone near the midpoint.

31. (C) Recency Effect
The Recency Effect occurs when an evaluator heavily weights an employee's most recent actions, positive or negative, while ignoring overall performance demonstrated over the entire review period. Judging an entire year's teaching effectiveness based primarily on events from the final few weeks exemplifies this cognitive bias, which compromises evaluation fairness and long-term performance accuracy.

32. (A) The tendency of a supervisor to rate all employees lower than their actual performance merits
Strictness Bias represents a systematic evaluation error where a supervisor consistently rates all employees lower than their actual job

Downloaded from www.pdf.tube

reviewing authorities a holistic understanding of the officer's professional character.

101. (C) As per prescribed annual APAR timetable (usually by December 31st).
The Accepting Authority in public administration must finalize the APAR process strictly adhering to time schedules mandated by government guidelines, typically by December 31st of the reporting year. Strict compliance with annual appraisal calendars prevents administrative delays, ensuring timely decisions regarding promotions, financial upgradations, and official service record maintenance.

102. (B) I, II and III only
Effective performance counseling requires active listening, empathetic understanding, mutual identification of root performance causes, and collaborative formulation of an action plan with achievable developmental targets. Unilaterally imposing financial penalties contradicts the developmental nature of counseling, as punitive measures impede open dialogue, erode trust, and hinder genuine professional growth and instructional improvement.

103. (B) Evaluator bias and rating inflation or deflation
The Forced Choice Method was specifically developed to minimize evaluator bias, rating inflation, and leniency tendencies in performance appraisal. By forcing evaluators to select from sets of statements with hidden scoring weightages, the tool prevents raters from intentionally manipulating scores, ensuring a more objective, uninflated assessment of employee capabilities.

104. (C) Historical performance trends and year-on-year academic growth of the school
Internal benchmarks evaluate institutional quality by comparing an organization's current operational outcomes against its own historical performance trends and year-on-year growth metrics. Analyzing longitudinal internal data enables school leadership to assess academic progress, track instructional improvements, identify persistent operational challenges, and establish realistic developmental goals grounded in institutional context.

105. (D) Negative Recency Bias / Horn Effect
Heavily weighting a recent isolated error while completely disregarding eleven months of outstanding performance illustrates negative recency bias and the Horn Effect. Evaluators succumb to this cognitive distortion when short-term negative incidents disproportionately influence overall evaluation judgments, yielding an unfair, inaccurate assessment that fails to reflect consistent annual contributions.

106. (A) Balancing instructional leadership with administrative discipline via feedback.
Commending pedagogical innovation while firmly reiterating the administrative requirement for timely record submission balances instructional leadership with administrative discipline. By acknowledging professional accomplishments while addressing operational compliance through structured performance feedback, the Principal maintains organizational standards without suppressing teacher creativity, fostering both administrative compliance and instructional excellence within the school context.

MCQGPT

107. (B) Graphic Rating Scale
The Graphic Rating Scale is a traditional evaluation method requiring supervisors to rate employee performance along a continuous numeric continuum across specified job dimensions like job knowledge, punctuality, and teamwork. Raters select appropriate scale points corresponding to observed performance levels, offering a simple, standardized mechanism for quantitative performance appraisal.

108. (C) Consistency and stability of ratings across different evaluators or time points.
Rater reliability in teacher performance evaluation refers to the degree of consistency, stability, and agreement observed in appraisal ratings across different evaluators or over multiple evaluation periods. High rater reliability indicates that assessment tools yield consistent evaluation results regardless of who conducts the rating, reducing subjective variance in performance measurement.

109. (D) Degree to which the instrument accurately measures the target job performance dimension.
Construct validity in performance appraisal indicates the degree to which an evaluation instrument accurately measures the specific job performance dimension or theoretical trait it is intended to evaluate. High construct validity ensures that assessment criteria reflect true performance requirements, eliminating

21. Which term describes a career pattern where an individual moves through a sequence of diverse positions across different departments or specialized areas to broaden competencies before taking on senior leadership?
(A) Traditional Rigid Vertical Hierarchical Ladder
(B) Stagnant Administrative Career Plateau
(C) Spiral or Multidirectional Career Path
(D) Single-Track Continuous Tenure Trajectory

22. Which of the following is a characteristic feature of a traditional 'Career Ladder' in public school systems?
(A) High operational flexibility allowing unstructured skip-level administrative promotions
(B) Sequential progression based on predefined eligibility criteria and seniority
(C) Continuous focus on project-based lateral rotations without formal organizational hierarchy
(D) Total absence of defined prerequisite entry qualifications for higher cadre levels

23. A teacher who reaches the highest pay step of a cadre and encounters limited opportunities for further administrative promotion due to structural organizational constraints is experiencing a:
(A) Career Induction Phase
(B) Career Diversification
(C) Career Rotation
(D) Career Plateau

24. Which of the following pairs is INCORRECTLY matched?
(A) Lateral Movement — Promotion to a higher salary level with supervisory duties
(B) Career Ladder — Rigid, vertical hierarchical progression
(C) Career Path — Flexible, multidirectional professional growth trajectories
(D) Dual Career Continuum — Advancement tracks for both specialist pedagogy and administrative management

25. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Succession planning is essential in educational institutions to maintain organizational continuity and stability.
Reason (R): Succession planning ensures that qualified, well-prepared internal candidates are ready to fill critical leadership roles when vacancies occur.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Succession planning in a school setting primarily focuses on:
(A) Grooming high-potential staff to fill key institutional leadership positions
(B) Recruiting external entry-level teachers on a short-term temporary contract basis
(C) Preparing routine daily substitute timetables for absent classroom teachers
(D) Managing the annual physical verification of school infrastructure and furniture

27. Which of the following is the FIRST step in establishing an effective succession planning framework in a school system?
(A) Selecting internal candidates for immediate departmental promotion
(B) Conducting annual performance appraisal interviews for all junior faculty
(C) Offering monetary financial bonuses to senior staff nearing retirement
(D) Identifying key leadership roles and critical competency requirements

28. How does Succession Planning differ from immediate Emergency Replacement Planning?
(A) Succession planning relies exclusively on external recruitment hiring, whereas replacement planning relies solely on existing internal candidates.
(B) Succession planning addresses long-term leadership development, while replacement planning fills sudden, short-term immediate vacancies.
(C) Succession planning is required exclusively for non-teaching staff, whereas replacement planning applies strictly to classroom teaching faculty.
(D) Succession planning is strictly governed by statutory service rules, whereas replacement planning is governed by general financial rules.

Click Here to Buy book on Amazon

118. (A) Target-oriented performance development
Arranging peer mentoring, assigning self-paced digital learning modules, and scheduling a follow-up review for a teacher struggling with technology exemplifies target-oriented performance development. By identifying specific competence gaps and providing tailored developmental resources rather than applying formal administrative sanctions, leadership actively supports faculty adaptation to updated pedagogical standards.

119. (B) The grade is treated as adverse, communicated, and 15 days are given for representation.
Receiving an APAR numerical grade below the prescribed benchmark for promotion requires treating the score as adverse under civil service rules. The full appraisal entry must be formally communicated to the officer concerned, providing a mandatory 15-day period to submit a written representation for grade upgrade or administrative reconsideration.

120. (C) Clear job descriptions, role expectations, and measurable standards aligned with goals.
Setting effective performance indicators requires establishing clear job descriptions, well-defined role expectations, and objective performance standards aligned with institutional goals. When evaluation metrics are transparent and directly linked to core job responsibilities, educators understand target expectations clearly, allowing evaluators to assess performance objectively while minimizing ambiguity and administrative dispute across departments.

121. (D) Spontaneous leadership, communication, persuasion, and joint problem-solving.
Leaderless Group Discussions in Assessment Centres evaluate candidates' spontaneous leadership qualities, oral communication effectiveness, persuasive abilities, and collaborative problem-solving skills. By observing group dynamics without assigning a designated leader, assessors evaluate how candidates naturally emerge to guide discussions, resolve conflicts, build consensus, and influence peers in simulated management environments.

122. (A) High job-relatedness, clear behavioral definitions, and reduced subjective rater bias.
Behaviorally Anchored Rating Scales possess high legal defensibility and organizational acceptance due to their rigorous design, job-relatedness, and explicit behavioral definitions. By evaluating observable, concrete workplace actions along standardized numeric continua, BARS substantially reduces subjective evaluator bias, providing clear objective evidence that withstands formal legal scrutiny and administrative appeals.

123. (B) Allowing a single perceived negative trait to unfairly lower ratings across all dimensions.
The Horn Effect is a cognitive rating bias wherein an evaluator allows one negative trait or performance flaw to unfairly lower ratings across all other unrelated performance dimensions. This negative generalization distorts evaluation objectivity, penalizing employees across their entire evaluation report despite high competence in other job responsibilities.

124. (C) Non-directive / Developmental Feedback Style
A non-directive or developmental feedback style encourages employees to reflect on performance, identify root causes of difficulties, and formulate their own corrective solutions. Rather than issuing top-down administrative orders, the supervisor acts as a facilitator, promoting self-directed learning, increasing personal accountability, and fostering long-term professional independence and pedagogical skill development.

MCQGPT

125. (D) The authority who reviews ratings, resolves discrepancies, and accepts the final grade.
The Accepting Authority represents the final administrative level in the APAR evaluation structure. This authority reviews evaluations submitted by both Reporting and Reviewing Officers, resolves discrepancies between ratings, ensures administrative compliance with civil service guidelines, and formally accepts final numerical grades, successfully completing the official performance record process for the employee.

126. (A) Records are updated with the modified grade, and written decision is sent to the employee.
When a representation against adverse APAR entries results in upgrading or expunging remarks, official service records must be updated with the modified grade. The competent authority formally communicates the reasoned written decision to the employee, ensuring complete transparency, administrative fairness,

and accurate record maintenance for future promotional considerations.

127. (B) Recency Bias
Recency Bias is directly counteracted by requiring supervisors to maintain continuous, documented performance logs throughout the entire evaluation year. Recording significant achievements and deficiencies as they occur prevents evaluators from relying solely on recent events, ensuring balanced, comprehensive appraisals that reflect overall employee performance accurately across the full reporting period.

128. (C) Lesson plans, teaching aids, student work samples, and reflection logs.
Portfolio-based self-appraisal enables teachers to showcase instructional quality by submitting concrete professional artifacts, including detailed lesson plans, innovative teaching aids, student work samples, and reflective journal entries. Presenting tangible evidence of classroom practice encourages self-reflection, demonstrates pedagogical growth, and provides administrators with comprehensive documentation of teaching effectiveness overall across academic terms.

129. (D) Forces comparisons when actual differences are small, creating artificial distinctions.
A primary administrative disadvantage of using the Ranking Method across large educational systems is forcing comparative distinctions even when performance differences among teachers are minimal. By placing individuals into rigid sequential order, this method creates artificial performance gaps, fosters unhealthy internal competition, and fails to measure actual magnitudes of competence differentiation.

130. (A) Performance Planning Phase at the start
Within the Management by Objectives framework, performance standards and quantitative targets must be established during the initial Performance Planning Phase at the start of the review cycle. Setting clear, mutually agreed objectives ensures role clarity, establishes evaluation benchmarks, and aligns individual efforts with institutional goals prior to operational execution.

131. (B) Maintaining impartiality, factual evaluation, and freedom from personal or social bias.
School Principals carry an ethical responsibility to write Annual Performance Appraisal Reports with complete impartiality, factual accuracy, and freedom from personal, social, or subjective bias. Evaluating staff based objectively on documented performance and observable contributions maintains administrative integrity, ensures fair promotional decisions, and upholds professional trust across the educational institution.

132. (C) Rating traits similarly when they appear physically close on the appraisal form.
Proximity Error occurs when an evaluator rates distinct performance traits similarly simply because they are positioned physically close to one another on the evaluation form. Raters unconsciously blur operational distinctions between adjacent items, leading to artificially correlated scores that reflect item layout rather than independent evaluation of distinct job competencies.

133. (D) A structured developmental conversation helping employees analyze performance and grow.
Performance counseling is a structured, joint developmental conversation between a supervisor and an employee aimed at helping the individual analyze workplace performance, identify root causes of difficulties, and establish growth plans. Grounded in supportive dialogue rather than administrative punishment, performance counseling fosters professional development, pedagogical skill enhancement, and performance improvement.

134. (A) Prioritizing, delegating, and handling administrative tasks under strict time constraints.
In-basket exercises in potential appraisal evaluate a candidate's capacity to analyze, prioritize, delegate, and resolve administrative correspondence and operational tasks under strict time constraints. Simulating realistic administrative workloads allows evaluators to assess decision-making efficiency, organizational skills, stress tolerance, and administrative leadership potential effectively in structured management assessment settings across public institutions.

135. (B) Tracking target progress, identifying obstacles, and adjusting strategies as context changes.
The Mid-Term Review in a Management by Objectives system tracks progress toward established performance targets, identifies

Downloaded from www.pdf.tube

unexpected operational obstacles, and adjusts action plans as contextual demands change. Conducting mid-cycle reviews provides timely formative feedback, allowing employees and managers to realign strategies and maintain goal focus effectively before final annual evaluations occur.

136. (C) Abhijit Sen vs. Uttar Pradesh Jal Nigam (2007) / Dev Dutt vs. Union of India (2008)
Judicial rulings in Abhijit Sen vs. Uttar Pradesh Jal Nigam (2007) and Dev Dutt vs. Union of India (2008) established that non-communication of entries in annual confidential reports is illegal. The Supreme Court declared that withholding ratings violates constitutional principles of fairness, as uncommunicated remarks adversely affect promotional opportunities without giving public servants rights of representation.

137. (D) Forced Choice Method
The Forced Choice Method presents raters with pairs of statements that appear equally desirable or undesirable. Because exact scoring weightages are concealed from evaluators, supervisors cannot easily manipulate overall results. This structure forces raters to select statements based strictly on factual behavioral observations, effectively controlling rating inflation and subjective evaluator bias.

138. (A) A supportive, trust-based developmental relationship focusing on long-term growth.
Mentoring differs fundamentally from supervisory control by establishing a supportive, trust-based developmental relationship focused on long-term career growth and professional capability. While administrative supervision emphasizes formal oversight, evaluation, and regulatory compliance tracking, mentoring offers personalized guidance, encouraging reflective teaching practices, skill development, and professional self-confidence within a collegial educational framework.

139. (B) Direct negative comments on integrity, stability, or duty failure despite prior warnings.
An adverse remark in an APAR includes direct written commentary expressing deficiency in performance, character integrity, emotional stability, or official duty performance despite prior counseling. Because adverse entries negatively impact career progression and promotion prospects, civil service regulations require formal written communication, allowing the officer a statutory opportunity to submit representations.

MCQGPT

140. (C) Personal development, leadership self-awareness, and coaching.
Multi-source 360-degree feedback is primarily utilized in modern organizations to foster personal development, heighten leadership self-awareness, and guide executive coaching. Gathering insights from superiors, peers, and subordinates provides individuals with a balanced perspective on professional behaviors, helping identify personal blind spots and formulate targeted strategies for administrative skill enhancement and career growth.

141. (D) Subjective distortion by evaluators that systematically skews ratings away from truth.
Rater bias refers to subjective perceptual distortions by evaluators that systematically skew appraisal ratings away from objective performance facts. Cognitive biases such as halo effects, leniency, strictness, and central tendency introduce systematic measurement error into evaluations, undermining performance assessment validity and distorting human resource decisions across administrative and educational institutions.

142. (A) Essay Appraisal Method
The Essay Appraisal Method requires supervisors to write narrative paragraphs describing an employee's job performance, professional achievements, personal character, observed strengths, and developmental requirements. Without relying on quantitative numeric scales, this qualitative approach provides detailed descriptive feedback, capturing complex, context-specific aspects of employee performance effectively within organizational and educational settings.

143. (B) Ensuring timely completion of evaluations and preventing delays in promotion decisions.
Prescribing a formal APAR timeline in public administration ensures that performance appraisals, supervisory reviews, and official representations are processed efficiently within set annual deadlines. Administrative compliance with standardized appraisal calendars prevents procedural backlogs, safeguarding timely Departmental Promotion Committee reviews and preventing administrative delays in career progression and financial upgradations for staff.

7. Consider the following outcomes related to systematic career planning in schools:
I. Higher employee engagement and job satisfaction
II. Reduction in non-functional stagnation among senior faculty
III. Automatic exemption from continuous professional development requirements
IV. Improved alignment between teacher competencies and school institutional priorities
Which of the above outcomes are valid benefits of career planning?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I and IV only

8. Consider the following statements regarding Career Planning in educational management:
I. Career planning is a one-time activity conducted at the entry point of service.
II. Career planning helps teachers identify skill gaps required for future administrative roles such as Vice-Principal or Principal.
III. Career planning guarantees immediate out-of-turn promotion upon completion of advanced academic degrees.
Which of the statement(s) given above is/are correct?
(A) II only
(B) I and II only
(C) II and III only
(D) I, II and III

9. In the standard career planning process, which step logically precedes the setting of career goals?
(A) Systematic Execution of Formulated Career Strategies
(B) Periodic Evaluation of Action Plan Outcomes
(C) Self-Assessment of Personal Strengths and Weaknesses
(D) Comprehensive Review of Career Progress

10. Arrange the following steps of the Career Planning Process in the correct sequential order from first to last:
I. Exploring career opportunities and organizational pathways
II. Self-assessment of skills, values, and professional interests
III. Formulating specific career goals
IV. Developing and implementing an action plan
V. Periodic review and evaluation of career progress
Select the correct order using the options below:
(A) II, I, III, IV, V
(B) I, II, III, IV, V
(C) II, III, I, IV, V
(D) III, II, I, V, IV

11. During the self-assessment phase of career planning, an educator primarily evaluates:
(A) The overall administrative budget allocation for continuous teacher training
(B) The official state seniority list published by the educational directorate
(C) The comparative academic performance indices of neighboring public schools
(D) Personal competencies, teaching philosophy, and professional growth gaps

12. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Goal setting is a critical step in the career planning process for school administrators.
Reason (R): Specific and realistic career goals provide direction for targeted skill acquisition and professional development.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. What is the main objective of the 'Opportunity Analysis' stage in the teacher career planning process?
(A) Conducting formal disciplinary enquiries and administrative performance audits against underperforming staff
(B) Assigning routine daily timetable substitution and emergency classroom supervision duties to senior teachers
(C) Identifying career avenues, roles, and developmental programs within the educational system
(D) Calculating final pensionary retirement benefits and terminal entitlements upon superannuation

Click Here to Buy book on Flipkart

CHAPTER 08

Career Planning, Training, and Development

1. Career planning in an educational institution is best defined as a continuous process through which a staff member:
(A) Secures automatic time-bound promotions based solely on length of administrative service
(B) Identifies personal professional goals and aligns them with organizational opportunities
(C) Evaluates the overall performance of subordinate staff members for annual appraisals
(D) Obtains statutory administrative clearances required for sanctioning study leave

2. Which of the following represents the primary organizational purpose of integrating career planning into school human resource management?
(A) Retaining talented educators while aligning personal growth with school goals
(B) Eliminating administrative requirements for routine performance appraisal systems
(C) Ensuring automatic conversion of temporary guest teachers into permanent staff
(D) Standardizing uniform compensation pay scales across all organizational cadres

3. From the perspective of institutional leadership, career planning differs from performance appraisal primarily because career planning is:
(A) Retrospective and focused on past achievements
(B) Evaluative and used for salary increment determination
(C) Forward-looking and focused on long-term professional growth
(D) Purely administrative and mandated by civil service conduct rules

4. Career planning provides benefits to both the school administration and teachers. Which of the following is a direct benefit to the school administration?
(A) Reduced need for conducting comprehensive initial induction training programs
(B) Complete exemption from statutory safety and structural infrastructure audits
(C) Direct automatic enhancement of annual student academic pass percentages
(D) Systematic identification of internal talent for future leadership roles

5. In an educational organization, career planning that focuses exclusively on individual employee aspirations without considering school organizational goals leads primarily to:
(A) Enhanced long-term institutional administrative synergy and operational cohesion
(B) Complete elimination of voluntary staff turnover across all teaching cadres
(C) Mismatch between staff capabilities and school operational needs
(D) Rapid implementation of modernized curriculum reforms across all grade levels

6. Which of the following statements correctly distinguishes Individual Career Planning from Organizational Career Planning?
(A) Individual career planning is managed entirely by state educational boards, whereas organizational career planning is administered exclusively by district resource centers.
(B) Individual planning focuses on personal goals, whereas organizational planning focuses on institutional pathways and succession pipelines.
(C) Individual career planning applies strictly to non-teaching administrative staff, whereas organizational career planning applies exclusively to classroom teaching staff.
(D) Individual career planning is statutory under civil service conduct rules, whereas organizational career planning is purely an optional voluntary exercise.

Downloaded from www.pdf.tube

irrelevant factors and providing a sound basis for managerial evaluation.

110. (A) Both A and R are true and R is the correct explanation of A
Total Quality Management principles emphasize continuous process improvement and professional development over punitive inspections in educational governance. TQM views operational defects as system process failures rather than individual worker flaws. This systemic perspective directly explains why quality management frameworks prioritize collaborative problem-solving, skill enhancement, and continuous institutional growth over traditional coercive inspections.

111. (A) Academic Supervision / Mentoring
Academic supervision and mentoring involve systematically gathering data regarding instructional practices through direct classroom observation to provide formative coaching. Rather than acting as a punitive inspection, this supervisory practice focuses on diagnostic feedback, pedagogical skill refinement, and professional collaboration, helping teachers improve classroom delivery and enhance student learning experiences.

112. (C) If retired within 3 months, they write it within 1 month; else Reviewing Officer writes it.
Under DoPT guidelines governing APAR maintenance, when a Reporting Officer retires within three months of the reporting year's close, they must write the report within one month of retirement. Beyond this period, reporting authority lapses completely, and the Reviewing Officer assumes direct responsibility for writing the annual performance appraisal.

113. (D) Assessing leadership and decision-making using feedback from teachers, peers, and superiors.
Applying 360-degree appraisal to school Principals focuses on evaluating leadership, administrative management, and strategic decision-making capabilities using multi-source feedback. Collecting structured feedback from teachers, peer administrators, and superior departmental officers provides a comprehensive, multi-dimensional view of executive effectiveness, fostering professional self-awareness and identifying core areas for continuous organizational leadership development across schools.

114. (D) I, II, III and IV
Performance appraisal in educational management fulfills multiple key administrative and developmental functions. It identifies teacher training needs, provides essential documentation for promotions and MACP benefits, enhances role clarity and organizational communication, and encourages reflective teaching practice. Assessing all four functions establishes a balanced, comprehensive performance management system within schools.

115. (A) Core responsibility areas where employees must deliver outputs to meet objectives.
Key Result Areas represent core functional responsibility areas where employees must deliver specific, measurable outputs to achieve institutional objectives. Defining clear KRAs clarifies role expectations, focuses daily work efforts on critical organizational priorities, and provides an objective benchmark for evaluating employee contributions during formal performance management and administrative review processes within schools.

116. (C) Graphic Rating Scale without forced distribution
Graphic Rating Scales without forced distribution limits are especially susceptible to leniency bias because evaluators face no restrictions on the number of high ratings awarded. Without statistical constraints or fixed distribution quotas, supervisors frequently assign inflated marks across dimensions to avoid workplace friction, compromising evaluation objectivity and score differentiation.

117. (D) Ensuring appraisals, self-evaluations, ratings, and feedback occur within set timelines.
Establishing an official Appraisal Calendar in educational institutions ensures that performance management activities, including self-appraisals, supervisory evaluations, reviewing officer assessments, and feedback sessions, occur within fixed administrative timelines. Strict adherence to scheduled appraisal calendars prevents administrative backlogs and delays, safeguarding timely decisions regarding promotions, financial upgradations, and faculty development across departments.

MCQGPT

14. Which of the following is an INCORRECT action during the 'Action Planning' stage of teacher career planning?
(A) Identifying specific short-term and long-term professional development courses and programs
(B) Establishing realistic timelines for acquiring targeted administrative or pedagogical competencies
(C) Seeking structured mentoring support and guidance from experienced senior academic leaders
(D) Expecting automatic promotion in rank without meeting statutory regulatory qualifications

15. A senior Post Graduate Teacher (PGT) aspires to transition into an administrative role as Vice-Principal within three years. She assesses her current leadership skills, identifies gaps in school financial management, enrolls in a certified management module, and requests mentorship from her Principal. Which stage of the career planning process is demonstrated when she enrolls in the management module and seeks mentorship?
(A) Implementation of Career Action Plan
(B) Comprehensive Professional Self-Assessment
(C) Organizational Opportunity Scanning
(D) Strategic Post-retirement Planning

16. In the career planning process, the stage where an individual periodically compares actual professional achievements against target milestones is known as:
(A) Career Strategy Selection
(B) Career Review and Evaluation
(C) Initial Environmental Analysis
(D) Role Standardisation

17. The fundamental conceptual difference between a 'Career Path' and a 'Career Ladder' is that a career path:
(A) Is strictly vertical and linear in nature, whereas a career ladder routinely includes lateral and diagonal functional movements
(B) Is flexible with multidirectional routes, whereas a career ladder is a rigid vertical progression framework
(C) Applies exclusively to senior administrative cadres, whereas a career ladder applies only to classroom teaching faculty
(D) Is defined by statutory service rules, whereas a career ladder is completely informal and institutional

18. Consider the following statements regarding Career Ladders and Career Paths in school administration:
I. A career ladder specifies clear, step-by-step vertical promotional steps within a specific functional hierarchy.
II. A career path can accommodate cross-functional lateral moves, such as moving from teaching into curriculum design or educational research.
III. Dual-career ladders allow technical or pedagogical specialists to advance in status and compensation without taking on administrative roles.
IV. Career paths in modern educational management are strictly limited to upward vertical promotions.
Which of the statements given above are correct?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

19. A 'Dual-Career Ladder' system in an educational authority is designed to address which of the following challenges?
(A) Preventing primary school teachers from taking up secondary class teaching assignments
(B) Equalizing pay scales between non-teaching administrative staff and classroom teaching faculty
(C) Retaining master teachers who wish to advance without entering administrative roles
(D) Facilitating seamless inter-state transfer of teachers across government cadres

20. Which of the following scenarios illustrates a 'lateral move' in a teacher's career path?
(A) A Trained Graduate Teacher (TGT) being promoted to Post Graduate Teacher (PGT) upon obtaining higher qualifications
(B) A Vice-Principal being formally promoted to School Principal following regular departmental promotion committee reviews
(C) A Primary Teacher (PRT) receiving financial upgradation after ten years
(D) A Post Graduate Teacher (PGT) posted as an Academic Resource Person on deputation without pay change

Click Here to Buy book on Amazon

144. (C) In-Group Favoritism / Similarity Error
Assigning higher evaluation scores to employees who share an evaluator's university background, cultural identity, or personal demographics exemplifies in-group favoritism and similarity error. Raters unconsciously project positive feelings onto individuals similar to themselves, introducing subjective bias that distorts factual evaluation standards and compromises organizational equity in talent assessment across administrative departments.

145. (D) Supporting high-quality teaching, curriculum alignment, monitoring, and teacher growth.
Instructional leadership exercised by a school Principal focuses on supporting high-quality classroom teaching, aligning curriculum standards, monitoring student learning outcomes, and fostering continuous teacher professional growth. Prioritizing pedagogical support over routine administrative bureaucracy creates a positive learning environment, enhances teaching competence, and systematically drives overall school academic improvement across institutions.

146. (A) Discussing achievements first, analyzing performance gaps, and setting joint future targets.
An effective performance appraisal interview begins by discussing achievements to build rapport and reinforce positive behavior. The supervisor and employee then constructively analyze performance gaps, exploring underlying causes without personal criticism. The session concludes with setting joint actionable targets, establishing clear developmental plans, and securing mutual commitment toward continuous professional improvement overall.

147. (B) Communicating the entry in full and providing 15 days to submit a written representation.
Under standard government service rules, receiving a below-benchmark APAR rating that affects promotion eligibility mandates full written communication of the entry to the officer concerned. The employee receives a statutory 15-day window to submit a formal written representation, guaranteeing procedural due process and allowing higher administrative authorities to reconsider the rating objectively.

148. (C) Behaviorally Anchored Rating Scale (BARS)
Behaviorally Anchored Rating Scales utilize detailed critical incident logs gathered through extensive job analysis, which are systematically scaled into explicit behavioral descriptions across numerical rating points. This combination of qualitative behavioral specificity with quantitative scale measurement enhances evaluation objectivity, provides clear behavioral standards, and minimizes subjective evaluator distortion in performance appraisal.

149. (D) Bridges perception gaps between employee and supervisor, fostering dialogue on expectations.
Incorporating self-appraisal alongside supervisory evaluation in the APAR framework bridges perception gaps between employees and supervisors regarding performance achievements and operational constraints. This comparative evaluation process fosters constructive dialogue, clarifies mutual role expectations, encourages professional reflection, and helps resolve differences in performance assessment, promoting a transparent and collaborative administrative culture.

150. (A) Training and Development, Succession Planning, DPC Promotion, and Merit Rewards
Integrating performance appraisal data with key human resource functions, including training and development, succession planning, DPC promotion decisions, and merit rewards, optimizes organizational effectiveness. Systematically aligning evaluation results with developmental planning and career advancement ensures objective talent management, enhances faculty motivation, and drives continuous overall quality improvement across educational institutions.

****

MCQGPT

29. A comprehensive Talent Pool approach to succession planning ensures that:
(A) A single specific candidate is pre-selected for every administrative post to completely eliminate internal competition
(B) Departmental promotion lists are generated strictly based on biological age without any targeted developmental intervention
(C) High-potential leaders with broad capabilities are developed to fill future leadership roles flexibly
(D) External private consultancy agencies are contracted to directly manage all routine institutional administrative promotions

30. The Principal of a large Senior Secondary School notices that three heads of key academic departments (Science, Mathematics, and Languages) are due to retire within eighteen months. To avoid disruption in academic leadership, the Principal initiates leadership workshops, delegates administrative responsibilities to senior PGTs, and establishes a peer-mentoring protocol. This strategy adopted by the Principal is an application of:
(A) Disciplinary Management
(B) Workload Redistribution Protocol
(C) Remedial Academic Supervision
(D) Succession Planning

31. Which of the following is a major risk of NOT having a formal succession planning process in an educational institution?
(A) Operational disruption and leadership void when key personnel leave or retire
(B) Significant reduction in annual budgetary funding allocations from local educational authorities
(C) Automatic and permanent decrease in overall student academic enrollment figures
(D) Total organizational inability to conduct routine annual board examinations

32. Which of the following key activities is integral to the implementation of Succession Planning in schools?
(A) Routine processing and verification of leave travel concession employee claims
(B) Talent identification, competency mapping, and targeted mentoring
(C) Conducting comprehensive annual stock verification of school library books and resources
(D) Preparing monthly staff pay bills and medical reimbursement claims for administrative sanction

33. Consider the following statements regarding the purpose of Training in educational management:
I. Training focuses on acquiring specific skills, knowledge, and attitudes required to improve current job performance.
II. Training aims primarily at broad, long-term personal maturation independent of current institutional needs.
III. Effective training bridges the performance gap between existing staff capabilities and required standard job performance.
Which of the statement(s) given above is/are correct?
(A) I only
(B) I and III only
(C) II and III only
(D) I, II and III

34. In educational human resource management, 'Training' is best characterized as:
(A) A planned effort to modify knowledge, skills, and behavior to achieve effective job performance
(B) A lifelong, unstructured continuous process of personal self-actualization independent of workplace expectations
(C) An administrative procedure strictly restricted to punitive disciplinary re-orientation for underperforming staff
(D) An annual formal ceremonial gathering conducted exclusively for acknowledging staff seniority and service tenure

35. What is the primary operational objective of conducting training programs for school personnel?
(A) To fulfill annual budgetary expenditure mandates before the close of the financial year
(B) To replace regular classroom instruction with continuous staff lectures
(C) To enhance job competence, instructional effectiveness, and administrative efficiency
(D) To automatically qualify staff for higher financial grade pays

36. Which of the following is a direct institutional outcome of continuous and effective staff training in schools?
(A) Total elimination of routine administrative record-keeping and statutory reporting

Downloaded from www.pdf.tube

(A) Short-term skill fixes addressing immediate day-to-day classroom operational errors
(B) Broad-based acquisition of competencies, strategic thinking, and leadership
(C) Daily attendance tracking and administrative Leave Travel Concession claim processing
(D) Routine physical distribution of office stationary items to teaching staff members

98. Development programs for school administrators place significant emphasis on 'Conceptual Skills'. Conceptual skills involve the ability to:
(A) See the organization as a whole and solve strategic problems
(B) Perform manual financial bookkeeping, register entry, and ledger posting
(C) Operate specific technical laboratory equipment and audio-visual hardware
(D) Conduct routine physical inventory stock counts across school departments

99. Which of the following long-term developmental approaches encourages teachers to critically examine their own teaching practices, analyze student responses, and continuously refine their instructional strategies?
(A) Rote Memory Teaching
(B) Bureaucratic Compliance Model
(C) Reflective Practice Model
(D) Passive Shadowing Approach

100. In educational institutions, long-term development of human resources leads directly to:
(A) Complete elimination of required structural and pedagogical organizational change
(B) Complete exemption of schools from mandatory statutory safety and health inspections
(C) Automatic administrative reduction of daily student classroom school hours
(D) Enhanced institutional capacity, resilience, and academic excellence

101. Which of the following is a primary component of self-directed professional development for school principals?
(A) Waiting passively for higher district authorities to mandate every professional reading material
(B) Delegating all primary administrative decision-making duties to subordinate classroom teachers
(C) Continuous self-reflection, networking, action research, and leadership studies
(D) Standardizing routine administrative sanctions without exercising institutional discretion

102. Long-term staff development initiatives in schools are most successful when they are:
(A) Imposed top-down by administrative circulars without consulting internal school staff
(B) Integrated into the Institutional Plan and supported by leadership
(C) Conducted exclusively during busy student annual examination evaluation periods
(D) Restricted strictly to external commercial vendors without any internal follow-up support

103. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Long-term teacher development requires institutional support, including time, resources, and a collaborative school climate.
Reason (R): Individual motivation alone, without structural organizational support, rarely sustains long-term professional development practices.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

104. Which of the following activities best exemplifies a long-term professional development strategy for senior teachers?
(A) Participating in a multi-year Professional Learning Community (PLC) focused on pedagogical innovation and mentoring
(B) Attending a single two-hour administrative orientation lecture on basic leave rules
(C) Periodically filling out mandatory annual immovable property return statements
(D) Supervising daily student midday meal distribution on weekly staff rotation

105. A Principal assigns an experienced Master Teacher to guide a newly appointed teacher over an academic year. The Master Teacher provides psychosocial support, career guidance, personal advice, and long-term professional

and learning outcome data
III. Teacher self-assessment questionnaires and performance feedback surveys
IV. Review of statutory pension and service record documentation

Which of the above are valid sources of data for TNA?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

44. What is the primary risk of designing and conducting teacher training without prior Training Needs Analysis (TNA)?
(A) Significantly exceeding the annually allocated institutional budget for teacher professional development
(B) Delivering irrelevant content that fails to address actual classroom challenges
(C) Directly violating statutory administrative provisions of civil service conduct rules
(D) Decreasing the overall physical attendance rate of teachers during regular mandatory school shifts

45. Following the introduction of digital smartboards in a school, the Principal notices that despite full equipment installation, 70% of teachers continue to use traditional chalkboards due to lack of digital operational confidence. To design an effective intervention, the Principal conducts a survey and skill demonstration assessment to identify specific operational barriers. This activity conducted by the Principal is an example of:
(A) Disciplinary Fact-Finding Enquiry
(B) Post-Training Impact Audit
(C) Training Needs Analysis (TNA)
(D) Annual Performance Appraisal Review

46. At which level of Training Needs Analysis (TNA) does an administrator evaluate whether institutional goals are being hindered by systemic skill deficits across the school force?
(A) Individual / Person Level
(B) Task / Job Level
(C) Micro-Pedagogical Level
(D) Organizational Level

47. Which of the following is the CORRECT chronological order of steps in the TNA process?
I. Identifying operational performance gaps
II. Defining organizational and departmental performance standards
III. Gathering data on current employee competencies
IV. Recommending specific training interventions and non-training solutions

Select the correct sequence:
(A) II, III, I, IV
(B) I, II, III, IV
(C) III, II, IV, I
(D) II, I, III, IV

48. During TNA, if a performance gap is identified as being caused by inadequate teaching aids and missing laboratory equipment rather than a lack of teacher knowledge, the appropriate administrative action is to:
(A) Mandate a compulsory 30-day intensive pedagogical training program for all subject teachers
(B) Address resource deficiency through procurement rather than training
(C) Issue formal administrative performance warnings to concerned subject teachers
(D) Transfer affected teachers to other educational institutions within the district

49. Which of the following training methods is classified as an 'On-the-Job' training method for educational personnel?
(A) Participating in role-playing simulation workshops held in an off-site academy
(B) Understudy assignment and shadow mentoring within the school
(C) Attending a national residential academic conference organized by central bodies
(D) Enrolling in a university distance correspondence degree program after working hours

50. What is the primary advantage of On-the-Job Training (OJT) methods in a school setting?
(A) Learning occurs in the real workplace without removing staff from duty
(B) They completely eliminate the need for ongoing administrative and supervisory oversight
(C) They are always formally certified by statutory university bodies and accreditation boards
(D) They allow participating employees to temporarily ignore daily operational school duties

Click Here to Buy book on Flipkart

51. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Job Rotation is an effective on-the-job management development technique for potential school leaders.
Reason (R): Exposing prospective administrators to diverse functional roles (such as examination, admissions, co-curricular management, and finance) broadens their administrative perspectives and competencies.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

52. An 'Understudy Assignment' as an on-the-job training technique involves:
(A) A teacher studying academic literature independently in the school library during free periods
(B) A group of teachers collaboratively analyzing past annual examination question papers and rubrics
(C) An administrative officer undergoing formal classroom instruction at an accredited university
(D) A trainee working under a senior executive to learn key role responsibilities

53. Which of the following is a potential limitation of On-the-Job Training if not structured properly?
(A) High operational financial expenditure on external luxury conference venues and logistics
(B) Complete conceptual disconnection from actual day-to-day institutional working practices
(C) Propagation of inefficient working habits from senior mentor to trainee
(D) Total inability to practice acquired skills within real-time workplace operational settings

54. Which of the following on-the-job training methods involves assigning a junior educator to work as an assistant to a standing committee (e.g., Examination Committee, Discipline Committee) to learn administrative functioning?
(A) Vestibule Training
(B) Committee Assignment
(C) Sensitivity Training
(D) Case Study Simulation

55. Peer Coaching as an on-the-job teacher development strategy is characterized by:
(A) Formal administrative inspection and quantitative grading of classroom teachers by district officers
(B) Terminating underperforming permanent teachers directly based on anonymous internal peer ratings
(C) Replacing regular teacher instruction with automated digital learning modules across grade levels
(D) Teachers observing each other's classes, sharing feedback, and refining techniques

56. Which of the following is an example of an On-the-Job training method for a newly appointed Vice-Principal?
(A) Handling operational duties of the Principal during official absence under delegation
(B) Attending an intensive two-week lecture series hosted by an off-site university management institute
(C) Writing a comprehensive academic research paper on general public administration theories and models
(D) Participating in an online asynchronous self-paced general orientation webinar during vacation leave

57. Which of the following training methods is categorized as an 'Off-the-Job' training method?
(A) Shadowing an experienced Vice-Principal during routine school operational hours
(B) Internship-based co-teaching directly in an active school classroom environment
(C) Simulation workshops conducted at an off-site training academy
(D) Serving on an internal committee assignment for annual school sports planning

58. Consider the following off-the-job training methods:
I. Vestibule Training
II. Incident Process and Case Study Analysis
III. Role Playing and Behavioral Simulation
Which of the above methods allow trainees to learn and make mistakes in a risk-free environment without affecting actual organizational operations?
(A) I and II only

MCQGPT

(B) II and III only
(C) I and III only
(D) I, II and III

59. 'Vestibule Training' refers to a method where training is imparted:
(A) Directly in the live active classroom environment with full student presence during regular hours
(B) Through informal peer discussions and casual conversations held in the school staff room
(C) Via self-study printed correspondence modules dispatched periodically to residential home addresses
(D) In a replicated work environment using identical tools away from the workplace

60. An educational administrative authority organizes a three-day workshop where school heads are presented with complex, real-life administrative dilemmas (such as managing community conflicts or handling financial irregularities). The participants analyze data, identify core issues, evaluate alternative solutions, and present their decisions. This off-the-job training technique is known as:
(A) Formal Technical Apprenticeship Training Program
(B) The In-Basket Technique / Case Study Method
(C) Supervised On-Site Internship Training Track
(D) Structured Workplace Peer Shadowing Protocol

61. Which of the following is a primary advantage of Off-the-Job training methods compared to On-the-Job training methods?
(A) Complete absence of institutional financial expenditure or logistical resource allocation
(B) Zero requirement for contracting specialized trainers or external expert academic facilitators
(C) Freedom from workplace distractions, allowing full focus on new concepts
(D) Guaranteed immediate application of all acquired skills without any potential transfer loss

62. Sensitivity Training (T-Group training) as an off-the-job method primarily aims to improve:
(A) Technical mastery of complex departmental accounting and government financial rules
(B) Deep subject-matter specialization and theoretical knowledge in physical sciences
(C) Speed and clerical accuracy of secretarial typing and administrative drafting
(D) Interpersonal awareness, group dynamics, and empathy toward colleagues

63. The 'Syndicate Method' of training, frequently used in high-level administrative training, involves:
(A) Dividing participants into small groups to analyze tasks and submit reports
(B) Dictating formal administrative notes and circulars to passive classroom participants
(C) Individual computer-based standardized testing without any collaborative group interaction
(D) Conducting continuous physical fitness exercises for serving school administrators

64. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Off-the-job training methods are often superior to on-the-job methods for introducing entirely new conceptual frameworks or administrative reforms.
Reason (R): Off-the-job training provides an isolated environment free from daily operational pressures where expert facilitators can deliver structured, expert-led instruction.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

65. Induction Training (or Orientation) for newly appointed teachers is designed primarily to:
(A) Test the candidate's entry subject knowledge for potential administrative salary reduction
(B) Smoothly integrate new employees into the school culture and procedures
(C) Select deserving candidates for immediate out-of-turn administrative cadre promotion
(D) Conduct formal disciplinary verification of submitted academic degree certificates

66. Consider the following components of an Induction Program for newly recruited teachers in school systems:

MCQGPT

requirements
(B) Complete exemption of teachers from participating in non-academic co-curricular school activities
(C) Shift of primary administrative responsibilities away from school staff to external agency consultants
(D) Improved pedagogical practices, reduced errors, and enhanced learning outcomes

37. Which of the following statements correctly highlights the distinction between Training and Education?
(A) Training is broad, theoretical, and general, whereas Education is narrow, job-specific, and strictly practical.
(B) Training leads directly to formal academic degrees, whereas Education leads exclusively to professional certifications.
(C) Training is practical and job-specific, whereas Education is broader and focused on general conceptual understanding.
(D) Training applies exclusively to school administrative principals, whereas Education applies strictly to enrolled students.

38. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Continuous training of teachers is necessary even for experienced educators with decades of service.
Reason (R): Rapid shifts in pedagogical methodologies, integration of educational technology, and continuous policy revisions require ongoing updates of professional competencies.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. Which of the following is a proactive reason for initiating a staff training program in a school system?
(A) Persistent high rates of teacher absenteeism during critical annual examination evaluation periods
(B) Periodic receipt of routine administrative advisories and compliance notices from the audit department
(C) Sudden accumulation of unspent contingent operational funds near the close of the academic year
(D) Introduction of a new competency-based curriculum framework

40. Training efficiency in an educational context is maximized when training programs are aligned directly with:
(A) Assessed training needs and specific performance deficits of educators
(B) The published official seniority list of non-teaching administrative staff members
(C) The commercial vendor preferences and financial bids of external training agencies
(D) Generic off-the-shelf management training modules adapted from non-educational sectors

41. Training Needs Analysis (TNA) is conducted at three distinct levels in an organization. These three levels are:
(A) Primary education level, Secondary education level, and Higher Secondary education level
(B) Administrative governance level, Financial allocation level, and Pedagogical instructional level
(C) Organizational level, Task (Job) level, and Individual (Person) level
(D) Short-term operational level, Medium-term tactical level, and Long-term strategic level

42. In the TNA framework, 'Task Analysis' (or Job Analysis) focuses on determining:
(A) Knowledge, skills, competencies, and duties required to perform a job effectively
(B) The overall strategic goals, organizational culture, and resource availability of the school system
(C) Which specific individual employees require training and their current baseline level of competence
(D) The financial cost-benefit ratio of contracting external subject matter experts and commercial trainers

43. Consider the following tools and techniques used in conducting Training Needs Analysis (TNA) for teachers:
I. Direct classroom observation and pedagogical audits
II. Analysis of student academic performance

Downloaded from www.pdf.tube

74. Which of the following reflects a key mandate for In-service Teacher Education under national educational policy frameworks?
(A) Updating subject knowledge, technology integration, and inclusive strategies
(B) Replacing regular classroom teaching entirely with pre-recorded online video lectures
(C) Restricting in-service professional training exclusively to un-trained contractual teachers
(D) Conducting in-service training only once during a teacher's entire 35-year service career

75. A High School Principal notes that after the introduction of new competency-based assessment patterns, students' descriptive performance scores dropped across several sections. To address this issue, the Principal arranges dedicated in-service weekend modules led by expert resource persons on designing competency-aligned assessments. This initiative represents:
(A) Comprehensive Pre-service Teacher Education
(B) Non-formal Community Adult Education
(C) Remedial Student Academic Acceleration
(D) Targeted In-Service Teacher Development

76. In-service teacher training programs are most effective when they are designed as:
(A) Isolated, one-time lecture events organized without any structured follow-up support
(B) Continuous, school-based collaborative processes linked with classroom practice
(C) Passive theoretical orientation sessions held during busy school examination hours
(D) Generic routine administrative meetings conducted without assessing teacher needs

77. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Cascade model of in-service training often suffers from dilution of training quality at the field level.
Reason (R): Information and skills passed down through multiple tiers of key resource persons (KRPs) and master trainers can lead to communication loss and distortion.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

78. Which of the following is an INCORRECT characteristic of modern In-service Teacher Education programs?
(A) Continuous focus on learner-centered and experiential pedagogical techniques
(B) Seamless integration of digital technology and modern ICT tools in teaching
(C) Strong emphasis on inclusive education and addressing diverse student needs
(D) Rigid reliance on static, decades-old lecture notes

79. In-service training programs designed to train master trainers who subsequently train teachers at district levels follow which training approach?
(A) Cascade Model
(B) Direct Modular Model
(C) Distance Self-Study Model
(D) Individual Apprenticeship Model

80. Action Research conducted by serving teachers in their own classrooms as part of in-service professional growth aims primarily at:
(A) Writing theoretical academic textbooks for formal university publication
(B) Solving immediate classroom problems to improve instructional practice
(C) Securing immediate monetary research grants from central government ministries
(D) Amending statutory provisions of national education policy statutes

81. A 'Refresher Course' for serving educators is specifically designed to:
(A) Introduce basic alphabet literacy and numeracy skills to adult non-literate citizens
(B) Brush up and renew existing subject knowledge and pedagogical skills
(C) Provide basic foundational pre-service training to un-certified fresh recruits
(D) Train secondary classroom teachers in sports coaching and physical education exclusively

82. Refresher courses differ from basic introductory training courses in that refresher courses:
(A) Target serving personnel to update knowledge rather than beginners
(B) Are mandated exclusively for non-teaching administrative and clerical staff

MCQGPT

(C) Award formal entry-level professional teaching degrees and diplomas
(D) Do not require any structured academic content or expert resource persons

83. Consider the following objectives of Refresher Courses for senior Post Graduate Teachers (PGTs):
I. Exposure to recent developments and advancements in specific subject disciplines
II. Reorientation toward modernized teaching methodologies and educational technology
III. Reductions in weekly teaching workload entitlements
IV. Facilitating academic interaction and sharing of best classroom practices among peers
Which of the above objectives are correct?
(A) I and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, II, III and IV

84. Which institution typically designs and conducts subject-specific Refresher Courses for school teachers at the state level?
(A) District Administrative and Revenue Division Office
(B) Central Vigilance Commission Integrity and Compliance Division
(C) Public Service Commission Central Recruitment Division
(D) State Councils of Educational Research and Training in coordination with district training institutes

85. Refresher courses are particularly vital when:
(A) Official daily school working hours are administratively extended by fifteen minutes
(B) Annual general elections are officially announced by the state election commission
(C) Revisions occur in national curriculum frameworks, syllabi, or evaluation patterns
(D) Major physical school building infrastructure repairs and renovations are underway

86. Which of the following is a primary feature of well-structured Refresher Courses?
(A) Passive listening to routine administrative circulars and compliance notes
(B) Subject content enrichment combined with practical pedagogical applications
(C) Administrative preparation of monthly salary bills and employee service books
(D) Free distribution of uniform material and textbooks to enrolled school students

87. A key indicator of the successful completion of a Refresher Course by a teacher is:
(A) Immediate administrative transfer to a non-teaching managerial or clerical office post
(B) Complete official exemption from taking daily student classroom attendance during periods
(C) Conversion of a regular permanent post into a temporary contract consultancy agreement
(D) Demonstration of updated subject knowledge and enhanced pedagogy in class

88. Refresher courses play a major role in preventing professional obsolescence among senior educators. 'Professional Obsolescence' refers to:
(A) The state where an educator's skills and knowledge become outdated
(B) Physical inability to attend school duties continuously due to severe chronic illness
(C) Mandatory administrative retirement upon attaining the statutory age of retirement
(D) Temporary suspension from service under disciplinary rules

89. Which of the following statements correctly highlights the core difference between 'Training' and 'Development'?
(A) Training is future-oriented and long-term, whereas Development is short-term and task-specific in scope.
(B) Training applies exclusively to school principals, whereas Development applies only to primary teachers.
(C) Training is short-term and job-focused, whereas Development is long-term and focused on holistic growth.
(D) Training leads directly to academic degrees, whereas Development leads exclusively to physical fitness.

90. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Management Development programs for Vice-Principals focus heavily on conceptual, human, and decision-making skills rather than routine technical skills alone.
Reason (R): Senior administrative roles require broad strategic vision, conflict resolution capabilities, and institutional leadership.
In the light of the above statements, choose the correct option:

Click Here to Buy book on Amazon

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. Match List I with List II and select the correct option:
List I: (Concept)
P. Training
Q. Development
R. Induction
S. Refresher Course
List II: (Key Focus)
1. Socialization and assimilation of new entrants
2. Short-term skill acquisition for current job roles
3. Updating existing knowledge in light of recent subject advances
4. Long-term continuous growth and overall capacity enhancement
(A) P - 2, Q - 4, R - 1, S - 3
(B) P - 4, Q - 2, R - 1, S - 3
(C) P - 2, Q - 1, R - 4, S - 3
(D) P - 3, Q - 4, R - 1, S - 2

92. A Principal is planning professional learning activities for the academic year. For newly recruited computer teachers, she arranges a 3-day workshop on the specific software installed in the school lab. For senior faculty members showing potential for leadership, she sponsors a year-long executive leadership and institutional management program. How are these two interventions classified?
(A) Both interventions represent basic operational short-term technical training modules
(B) First is Training (job skill); second is Executive Development (growth)
(C) The first intervention represents Development; the second represents initial Induction
(D) Both interventions represent informal extra-curricular non-academic activities

93. Consider the following statements regarding 'Development' in educational management:
I. Development is reactive and focuses solely on fixing immediate operational errors.
II. Development aims at preparing educators for higher administrative responsibilities and complex future roles.
III. Development emphasizes conceptual, interpersonal, and leadership competencies.
IV. Development is a continuous, self-sustaining process of professional maturation.
Which of the statements given above are correct?
(A) I and II only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

94. Which of the following is an INCORRECT distinction between Training and Development?
(A) Scope: Training is narrow (job-focused); Development is broad (career/person-focused).
(B) Time Horizon: Training is short-term/immediate; Development is long-term/ongoing.
(C) Target Audience: Training targets current job skill gaps; Development targets future potential and growth.
(D) Purpose: Training aims at broad personal philosophical growth; Development aims strictly at typing speed.

95. 'Staff Development' in school administration encompasses:
(A) Growth opportunities provided to personnel to enhance effectiveness
(B) Training provided exclusively to non-teaching maintenance personnel
(C) Formal disciplinary proceedings conducted under civil service rules
(D) Automatic administrative grant of advance financial increments without evaluation

96. Which of the following approaches best characterizes effective teacher 'Development' compared to traditional one-off training workshops?
(A) Mandatory passive listening to routine administrative speeches and circular readings
(B) Reflective practice, learning communities, and action research
(C) Complete conceptual disconnection of teacher development from actual student learning needs
(D) Restricting all professional learning opportunities exclusively to external private consultants

97. The term 'Employee Development' in educational leadership focuses on:

MCQGPT

I. Information on school ethos, vision, rules, and administrative structure
II. Guidance on service conditions, conduct rules, leave regulations, and performance expectations
III. Pedagogical orientation, curriculum alignment, and lesson planning norms
IV. Instant assignment of complex institutional auditing tasks without oversight

Which of the above components should ideally be included?
(A) I, II and III only
(B) I and II only
(C) II, III and IV only
(D) I, III and IV only

67. Effective induction training helps an educational organization reduce:
(A) The annual statutory budgetary allocation for routine school building maintenance
(B) The total prescribed number of mandatory annual student classroom teaching days
(C) Early career reality shock, professional anxiety, and staff turnover rates
(D) Mandatory student attendance percentage requirements in secondary level classes

68. Consider the following objectives of an Induction Program:
I. Socialization of the new entrant into the professional school culture
II. Clarification of specific job roles and performance criteria
III. Familial orientation regarding local residential housing options
IV. Building awareness of institutional rules, service ethics, and safety protocols

Which of the above are valid objectives of organizational induction?
(A) I and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, II, III and IV

69. How does Induction Training differ from general Continuous Professional Development (CPD)?
(A) Induction training is continuous throughout a career, whereas CPD occurs exclusively during the initial week of service.
(B) Induction training is purely voluntary for employees, whereas CPD is legally binding under statutory criminal laws.
(C) Induction introduces new entrants to job basics, whereas CPD focuses on ongoing career skill enhancement.
(D) Induction training is conducted strictly by private vendors, whereas CPD is conducted solely by school principals.

70. What is a primary negative outcome of failing to provide formal induction training to newly appointed teachers?
(A) Immediate loss of institutional school affiliation with the central examining board
(B) Misalignment with school practices, increased stress, and pedagogical errors
(C) Statutory administrative deduction of monthly government institutional grant-in-aid
(D) Reduction in the overall physical infrastructure capacity and classroom size of the school

71. The process of helping new employees adapt smoothly to the values, norms, climate, and expectations of an educational institution is professionally known as:
(A) Organizational Audit
(B) Administrative Retrenchment
(C) Structural Reorganization
(D) Organizational Socialization

72. Which of the following is the most appropriate timeline for conducting the initial phase of an Induction Program for new teachers?
(A) Immediately upon joining or within the first few weeks of duty
(B) Exactly five years after formal confirmation of regular appointment
(C) At the time of final superannuation retirement from service
(D) During the hectic annual sports day event preparation week

73. In-service teacher training programs are primarily aimed at:
(A) Preparing prospective student teachers before they earn their teaching qualification degree
(B) Assessing annual income tax liabilities and deductions for government school employees
(C) Updating knowledge, skills, and pedagogical practices of serving teachers
(D) Standardizing physical construction architectural designs of government school buildings

Downloaded from www.pdf.tube

encouragement. This relationship is an example of:
(A) Formal Inspection
(B) Task Auditing
(C) Mentoring
(D) Administrative Assessment

106. In educational leadership, the role of a 'Mentor' is primarily characterized as:
(A) A trusted guide who facilitates professional growth through support and advice
(B) An evaluative administrative supervisor who grades daily staff performance for punishment
(C) An external independent financial auditor who checks annual accounting registers
(D) A temporary substitute teacher who takes daily classroom classes during leave vacancies

107. Mentoring relationships in schools contribute significantly to teacher development by:
(A) Completely eliminating the administrative need for classroom teachers to prepare lesson plans
(B) Guaranteeing automatic time-bound departmental promotion to higher administrative cadres
(C) Waiving mandatory statutory service probation period requirements for new appointees
(D) Fostering a supportive environment and accelerating development

108. Consider the following roles played by an effective Mentor in a school environment:
I. Facilitator of reflective thinking and self-directed learning
II. Provider of psychosocial and emotional support during professional challenges
III. Disciplinarian issuing formal reprimands for minor clerical mistakes
IV. Career guide sharing organizational insights and professional wisdom
Which of the above roles are appropriate for a mentor?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

109. Reverse Mentoring in a modern educational institution refers to a practice where:
(A) Senior administrative officers mentor primary school students directly in classroom settings
(B) Retired senior teachers inspect and evaluate actively functioning school principals
(C) Junior teachers mentor senior educators in emerging digital pedagogical tools
(D) Parents actively mentor school administrative leadership staff on educational policy matters

110. Which of the following is a key characteristic of 'Formal Mentoring' programs structured by a school administration?
(A) Spontaneous, unplanned casual conversations held informally in the school hallway
(B) Anonymous online survey feedback submitted without any direct personal interaction
(C) Short-term punitive administrative assignment following official performance warnings
(D) Structured matching of mentors, defined goals, and regular meetings

111. Psychosocial support provided by a mentor includes:
(A) Active listening, building self-confidence, and helping navigate institutional stress
(B) Providing technical step-by-step instruction on computer software and hardware installation
(C) Granting emergency monetary loans directly from accumulated institutional school funds
(D) Authorizing and sanctioning official medical leave claims under civil service rules

MCQGPT

112. A major benefit of establishing a formal peer-mentoring culture within a school is:
(A) Complete structural elimination of external monitoring visits by educational authorities
(B) Enhanced collaborative culture, knowledge transfer, and teacher retention
(C) Statutory reduction in the prescribed number of weekly teaching periods specified by safety norms
(D) Automatic administrative sanction of non-practicing monetary allowances for all staff

113. What is the fundamental difference between 'Coaching' and 'Mentoring'?
(A) Coaching is long-term and holistic, whereas Mentoring is short-term and task-specific in its core focus.
(B) Coaching is short-term and task-focused, whereas Mentoring is long-term and growth-driven.
(C) Coaching is conducted strictly by external

teaching-learning resources in classrooms

147. When training programs are designed without conducting a proper Training Needs Analysis (TNA), the barrier to training effectiveness that arises is:
(A) Excessive customisation and localized adaptation of training course content
(B) Structural overload of routine administrative leave and service records
(C) Mismatch between training content and actual professional skill gaps
(D) Excessive hyper-specialisation of fundamental basic pedagogical concepts

148. Which organizational climate barrier significantly hinders teachers from applying newly learned innovative teaching methods upon returning from a training program?
(A) Abundant presence of modern, fully equipped science and computer laboratories in the school
(B) Systemic provision of continuous mentoring support by senior experienced master teachers
(C) Widespread availability of supplementary instructional and teaching-learning materials
(D) Rigid resistance to change, lack of principal support, and negative peer culture

149. The 'Transfer of Training' problem in educational management refers to the situation where:
(A) Teachers are physically transferred to distant rural schools immediately after attending training modules
(B) Training budgets are administratively transferred from one budget head to another without official authorization
(C) Trainees learn concepts in training but fail to apply them in daily teaching
(D) Formal training completion certificates are misplaced or lost during postal transit

150. To overcome barriers to training effectiveness in schools, an institutional Principal should prioritize:
(A) Scheduling training modules strictly without consulting annual academic calendars or examination dates
(B) Creating a supportive environment and monitoring training transfer in class observations
(C) Treating training purely as an administrative compliance exercise for filling annual report figures
(D) Penalizing teachers financially whenever they attempt new unapproved pedagogical experiments

****

Click Here to Buy book on Flipkart

121. In Donald Kirkpatrick's Four-Level Training Evaluation Model, Level 1 evaluates:
(A) Learning (Acquisition of specific knowledge, skills, attitudes, or professional capability)
(B) Reaction (Participant satisfaction and immediate feedback regarding training)
(C) Behavior (Demonstrated transfer of learning to day-to-day workplace job performance)
(D) Results (Overall organizational impact, performance improvements, and institutional outcomes)

122. Level 2 evaluation in Kirkpatrick's model measures:
(A) Knowledge, skills, and attitudes acquired by participants
(B) The overall financial return on investment (ROI) calculated for the institution
(C) The long-term measurable changes in annual student board examination results
(D) Participant satisfaction ratings with training venue infrastructure, facilities, and catering

123. A Principal wants to evaluate whether a workshop on 'Interactive Mathematics Pedagogy' resulted in teachers actually changing their daily instructional practices in the classroom 3 months after the training. Which level of Kirkpatrick's model is the Principal evaluating?
(A) Level 1 (Initial Participant Reaction)
(B) Level 2 (Knowledge Acquisition Learning)
(C) Level 4 (Organizational Systemic Results)
(D) Level 3 (Behavior / Learning Transfer)

124. Level 4 of Kirkpatrick's Training Evaluation Model focuses on:
(A) Participant feedback survey questionnaires distributed immediately following the session
(B) Pre-test and post-test diagnostic score differences of participating teacher trainees
(C) Assessment of trainer pedagogical communication style and effectiveness during the workshop
(D) Organizational results and institutional impact on performance

125. Which of the following represents the correct order of levels in Kirkpatrick's Training Evaluation Model, from Level 1 to Level 4?
(A) Learning → Reaction → Behavior → Results
(B) Reaction → Learning → Behavior → Results
(C) Behavior → Reaction → Learning → Results
(D) Reaction → Behavior → Learning → Results

126. Why do many educational institutions rely primarily on Level 1 (Reaction) evaluation despite its limitations?
(A) Level 1 evaluation provides comprehensive, highly reliable data on overall student academic learning outcomes
(B) Level 1 evaluation is statutorily mandated and legally required under civil service rules
(C) Level 1 evaluation accurately and objectively measures long-term organizational behavior change in classrooms
(D) Level 1 evaluation forms are easy, quick, and inexpensive to administer

127. Which tool is most appropriate for evaluating Level 3 (Behavior) in Kirkpatrick's training evaluation framework for teachers?
(A) Classroom observation rubrics and peer lesson reviews
(B) Immediate post-workshop satisfaction survey forms distributed at venue exit
(C) Pre-training subject multiple-choice knowledge evaluation quiz administered online
(D) Annual institutional electricity consumption and financial expenditure report

128. What is the main challenge associated with evaluating training effectiveness at Level 4 (Results) in an educational institution?
(A) Teachers systematically refuse to fill out mandatory administrative feedback forms
(B) Isolating training impact from confounding educational variables is difficult
(C) Statutory regulations explicitly prohibit evaluating long-term student learning outcomes
(D) It requires conducting formal pre-tests before every single classroom lesson

129. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): State research institutes and district training centers play a vital role in institutionalizing continuous teacher professional development.
Reason (R): State-level research bodies act as apex academic authorities, while district training institutes function as local academic resource hubs for in-service training and action research.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct

Downloaded from www.pdf.tube

professional development, as ongoing learning remains essential for maintaining pedagogical standards and adapting to evolving educational requirements.

8. (A) II only
Career planning is an ongoing, dynamic process throughout an educator's service career rather than a one-time entry activity. It effectively helps teachers identify administrative competency gaps necessary for assuming future leadership roles like Vice-Principal or Principal. Furthermore, acquiring advanced degrees through career planning provides professional enrichment but does not automatically guarantee out-of-turn promotions, which depend on regulatory norms and vacancies.

9. (C) Self-Assessment of Personal Strengths and Weaknesses
Establishing realistic and meaningful career goals requires a thorough self-assessment of personal strengths, professional weaknesses, values, and pedagogical competencies. Self-assessment serves as the foundational first step in the career planning process, enabling educators to understand their current capabilities. Without this reflective baseline, setting appropriate career targets, scanning organizational opportunities, and formulating targeted professional development strategies remain imprecise and ineffective.

10. (A) II, I, III, IV, V
The standard career planning process follows a logical sequence starting with self-assessment of skills, values, and interests. Next, individuals explore organizational career pathways and opportunities. Based on this exploration, specific career goals are formulated. Subsequently, educators construct and execute targeted action plans. Finally, periodic review and evaluation occur to monitor progress, assess achievements, and adjust strategies as professional needs evolve.

11. (D) Personal competencies, teaching philosophy, and professional growth gaps
The self-assessment phase of career planning centers on internal self-reflection regarding personal professional attributes. During this phase, educators evaluate their teaching methodologies, subject expertise, core competencies, educational philosophy, and skill deficits. This process enables teachers to establish a clear baseline of their current professional standing, facilitating targeted goal setting and identifying specific training required for future institutional leadership roles.

12. (A) Both A and R are true and R is the correct explanation of A
Goal setting is a essential step in administrative career planning because it defines clear direction and purpose for professional advancement. Formulating specific, realistic targets allows administrators to identify required competencies and seek relevant professional development opportunities. Consequently, well-defined goals guide targeted skill acquisition, optimize effort allocation, and directly enhance institutional leadership effectiveness, fully justifying the central role of goal setting in administrative growth.

13. (C) Identifying career avenues, roles, and developmental programs within the educational system
The opportunity analysis stage in teacher career planning involves scanning the internal and external educational environment to discover potential career paths, promotional avenues, and professional development programs. This phase enables educators to understand institutional requirements, future administrative openings, and required qualifications. By evaluating available opportunities, teachers can strategically align their personal capabilities and growth plans with real organizational needs and future leadership positions.

14. (D) Expecting automatic promotion in rank without meeting statutory regulatory qualifications
Action planning involves setting concrete timelines, identifying skill development programs, and seeking professional mentorship to achieve established career goals. Entitlement to automatic promotion without fulfilling statutory regulatory qualifications or merit criteria contradicts professional standards and administrative norms. Valid action plans rely on structured competency development, accredited training, and compliance with statutory promotion frameworks established by educational authorities rather than unearned advancement.

MCQGPT

(C) Routine service book maintenance, employee leave records, and office procedural rules
(D) Manual preparation of annual institutional financial accounting balance sheets

139. Modern Continuous Professional Development (CPD) frameworks shift the teacher learning paradigm from:
(A) Continuous professional development to one-time pre-service degree certification
(B) Pedagogical instructional mastery to private commercial entrance exam tutoring
(C) Inclusive classroom strategies to rigid academic tracking and social segregation
(D) Sporadic external events to continuous school-embedded professional learning

140. Digital educational platforms contribute to teacher Continuous Professional Development by providing:
(A) Automated salary disbursement and monthly payroll processing facilities for staff
(B) Accessible online professional development modules and teaching resources
(C) Direct administrative transfer of official school real estate property land titles
(D) Online booking and reservation of official departmental government transport vehicles

141. Under modern educational leadership guidelines, school heads and Principals are expected to complete continuous professional development modules focusing specifically on:
(A) Professional sports coaching tactics and athletic event management exclusively
(B) Advanced scientific laboratory manufacturing and industrial chemical production
(C) School leadership, instructional management, and collaborative learning cultures
(D) Complex legal litigation drafting and official court representation in higher judiciaries

142. Continuous Professional Development (CPD) is considered 'continuous' because it:
(A) Occurs non-stop without any official operational breaks during continuous 24-hour working shifts
(B) Completely replaces all scheduled student vacation periods with mandatory teacher certification exams
(C) Statutorily requires teachers to retake entry-level qualifying recruitment exams annually
(D) Spans the entire professional career, responding to evolving educational needs

143. Which of the following is a core characteristic of effective Continuous Professional Development (CPD) programs for teachers?
(A) Relevance to classroom practice, active learning, and continuous reflection
(B) Standardized, one-size-fits-all generic theoretical orientation lectures
(C) Complete conceptual isolation from actual student learning outcome diagnostic data
(D) Professional performance evaluation strictly based on routine attendance sign-in lists

144. In a school setting, Professional Learning Communities (PLCs) support Continuous Professional Development by enabling teachers to:
(A) Form registered trade unions for lobbying non-academic departmental demands
(B) Meet regularly to analyze student work and collaboratively solve problems
(C) Audit school financial balance sheets and accounting registers independently
(D) Assign daily student homework grading and correction to external private agencies

145. A school Principal plans a comprehensive, mandatory 50-hour Continuous Professional Development (CPD) schedule for teachers. However, teachers express frustration because training sessions are scheduled during peak classroom teaching hours without substitute teacher coverage, leading to unattended classes and incomplete syllabi. What operational barrier to effective training is evident in this situation?
(A) Total lack of intrinsic teacher interest in ongoing continuous professional growth
(B) Structural coordination breakdown and conflict with core instructional schedules
(C) Inadequate external financial grant funding from international educational donor agencies
(D) Total absence of basic digital technology hardware and smartboards in the school

146. Which of the following is a major systemic barrier to effective teacher training transfer in school systems?
(A) Lack of post-training follow-up and supportive supervisory feedback
(B) Excessive over-availability of administrative substitute teaching staff in schools
(C) Too much structural emphasis placed on classroom-based action research projects
(D) Excessive physical provision of high-quality

Click Here to Buy book on Amazon

authority, and structured grade pay upgrades defined by statutory civil service regulations.

23. (D) Career Plateau
A career plateau occurs when an employee reaches a point in their professional trajectory where the likelihood of further hierarchical promotion is minimal. This state often stems from structural constraints, limited organizational vacancies, or reaching the top salary grade within a cadre. Recognizing a career plateau enables institutions to offer lateral job rotations, continuous professional development, or specialized non-administrative leadership roles to maintain motivation.

24. (A) Lateral Movement — Promotion to a higher salary level with supervisory duties
Lateral movement refers to shifting to a role with similar responsibilities, pay scale, and organizational status, rather than a promotion involving higher salary and increased supervisory authority. Upward vertical progression with pay increments defines standard promotions. Conversely, career ladders denote rigid vertical structures, career paths represent flexible multidirectional growth, and dual career continua support specialized pedagogical advancement alongside administrative tracks.

25. (A) Both A and R are true and R is the correct explanation of A
Succession planning is vital for maintaining organizational stability and operational continuity in educational institutions. By systematically identifying high-potential personnel and preparing them through targeted professional development, institutions ensure that qualified internal candidates are ready to assume critical leadership vacancies. This proactive preparation minimizes administrative disruption, preserves institutional knowledge, and maintains strategic leadership consistency during executive retirements or sudden leadership resignations.

26. (A) Grooming high-potential staff to fill key institutional leadership positions
Succession planning focuses on proactively identifying and developing internal talent to fill key administrative and leadership posts as they open. Unlike routine short-term staffing or temporary substitution, succession planning emphasizes long-term capability building, strategic mentoring, and leadership development. This approach ensures that smooth leadership transitions occur, operational stability is maintained, and core institutional objectives continue without administrative disruption during leadership changes.

MCQGPT

27. (D) Identifying key leadership roles and critical competency requirements
Establishing an effective succession planning framework begins with identifying critical institutional leadership roles and defining the core competencies required for those positions. Understanding key leadership responsibilities allows educational administrators to establish objective criteria for talent identification. This foundational step ensures that subsequent candidate selection, skill gap analysis, targeted mentoring, and leadership development programs are aligned with strategic organizational needs and continuity requirements.

28. (B) Succession planning addresses long-term leadership development, while replacement planning fills sudden, short-term immediate vacancies.
Succession planning is a proactive, long-term strategic process focused on nurturing internal candidate pools for future leadership through systematic development, coaching, and competency building. In contrast, emergency replacement planning is a reactive mechanism designed to fill sudden, short-term vacant posts immediately to maintain routine operations. While replacement planning focuses on immediate coverage, succession planning builds comprehensive organizational capacity and future administrative capability.

29. (C) High-potential leaders with broad capabilities are developed to fill future leadership roles flexibly
The talent pool approach in succession planning focuses on cultivating a group of high-potential leaders with versatile competencies, strategic vision, and administrative skills. Rather than pre-selecting a single individual for a specific position, this model develops adaptable talent capable of filling various future leadership roles. This strategy enhances organizational flexibility, promotes healthy internal competition, and protects institutions against unexpected administrative leadership vacancies.

ANSWERS

1. (B) Identifies personal professional goals and aligns them with organizational opportunities
Career planning in educational institutions serves as an ongoing process wherein educators actively evaluate their professional capabilities, values, and ambitions. By identifying individual growth targets and aligning them with institutional pathways, staff members foster meaningful career progression. This mutual alignment harmonizes individual development with organizational objectives, ultimately strengthening institutional performance, operational efficiency, and overall workplace satisfaction across educational cadres.

2. (A) Retaining talented educators while aligning personal growth with school goals
Integrating systematic career planning into school human resource management creates structured growth pathways that motivate and retain skilled educators. When teachers perceive genuine opportunities for long-term professional advancement within their institution, turnover rates decrease significantly. Furthermore, synchronizing individual career aspirations with school development goals ensures organizational stability, enhanced instructional quality, and sustained academic performance across all institutional levels.

3. (C) Forward-looking and focused on long-term professional growth
Career planning is fundamentally developmental and forward-looking, emphasizing continuous professional trajectory, long-term capability building, and potential future leadership roles within educational administration. In contrast, performance appraisal primarily evaluates past achievements and job performance over a specific period. Recognizing this distinction enables educational leaders to establish proactive developmental structures that foster ongoing professional maturity rather than relying solely on retrospective performance reviews.

4. (D) Systematic identification of internal talent for future leadership roles
Systematic career planning provides school administrations with structured mechanisms to identify, cultivate, and retain internal human potential for administrative positions. By mapping employee competencies and professional ambitions, leadership can build robust internal talent pipelines. This strategic approach ensures seamless leadership transitions, reduces recruitment costs, maintains institutional memory, and preserves operational continuity whenever higher administrative vacancies arise within the educational organization.

5. (C) Mismatch between staff capabilities and school operational needs
Career planning must balance individual aspirations with the strategic requirements of the educational institution. When career development focuses solely on personal goals without considering organizational priorities, an operational mismatch occurs. Staff capabilities and training pathways may become disconnected from institutional needs, resulting in inefficient resource deployment, compromised pedagogical standards, and diminished overall administrative cohesion within the school framework.

6. (B) Individual planning focuses on personal goals, whereas organizational planning focuses on institutional pathways and succession pipelines.
Individual career planning centers on an employee's personal self-assessment, career goals, skill acquisition, and professional progression strategy. Conversely, organizational career planning is managed by institutional leadership to establish promotional pathways, talent pools, and succession pipelines that satisfy institutional needs. Effective educational human resource management integrates both dimensions to balance individual growth ambitions with long-term organizational requirements and operational sustainability.

7. (B) I, II and IV only
Systematic career planning in educational institutions enhances employee engagement, job satisfaction, and alignment between teacher competencies and institutional goals. It also prevents career stagnation among senior faculty members by offering structured growth avenues. However, career planning does not exempt educators from continuous

Downloaded from www.pdf.tube

explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

130. In educational administrative structures, the abbreviation DIET stands for:
(A) District Institute of Education and Training
(B) Departmental Institute of Educational Training
(C) Directorate Institute of Elementary Teaching
(D) District Infrastructure for Educational Transformation

131. Which of the following is a primary function of District Institutes of Education and Training (DIETs)?
(A) Conducting routine financial and statutory audits of state secretariat administrative funds
(B) Directly appointing gazetted administrative officers through competitive examinations
(C) Providing academic support, organizing training, and conducting action research
(D) Formulating annual municipal property tax rates and structural fees for school buildings

132. State Councils of Educational Research and Training (SCERT) typically function under the administrative framework of which authority?
(A) Union Ministry of Home Affairs
(B) Regional Urban Development Authority
(C) Municipal Corporation Finance Department
(D) State Directorate of Education

133. Which of the following key academic responsibilities is undertaken by State Councils of Educational Research and Training (SCERT)?
(A) Issuing commercial building permits and land conversion clearances for private non-aided institutions
(B) Managing civil construction works contracts and infrastructure maintenance for public works department
(C) Developing curriculum, textbooks, learning material, and training packages
(D) Conducting competitive recruitment examinations for gazetted administrative civil service officers

134. District Institutes of Education and Training (DIETs) provide pedagogical guidance and capacity building support to which cadres of school education?
(A) University professors and academic research scholars exclusively
(B) Elementary and Secondary teachers and heads of schools
(C) Administrative accountants and financial officers only
(D) Vocational ITI technical instructors and trainers only

135. A school Principal wants to address low reading fluency in early primary grades. She approaches the local District Institute of Education and Training (DIET) for expert guidance. The DIET collaborates by providing specialized foundational literacy resource materials, conducting targeted capacity workshops for primary teachers, and assisting in baseline assessments. This scenario illustrates the role of a DIET as a:
(A) Central Statutory Licensing Authority
(B) Regional Financial Audit Office
(C) Departmental Disciplinary Tribunal
(D) District-level Academic Resource Hub

136. Which of the following academic activities is actively promoted by state educational research and training institutions to improve classroom teaching practices in schools?
(A) Action Research by classroom teachers
(B) Commercial publishing of private guidebooks
(C) Outsourcing regular teaching duties to coaching institutes
(D) Eliminating continuous and comprehensive evaluation procedures

137. Under modern national educational policy frameworks, what is the mandatory minimum number of hours recommended per year for Continuous Professional Development (CPD) for teachers and school heads?
(A) 10 Hours
(B) 20 Hours
(C) 50 Hours
(D) 100 Hours

138. Continuous Professional Development (CPD) as envisioned in national education policies emphasizes learning modules focused on:
(A) Competency-based pedagogy, foundational literacy, and inclusive education
(B) Traditional rote learning strategies, mechanical repetition, and memorization drills

MCQGPT

15. (A) Implementation of Career Action Plan
Enrolling in a targeted management module and seeking active mentorship represent concrete execution steps of a career action plan. Once professional gaps are identified and goals are established, taking proactive steps to acquire necessary competencies constitutes the implementation phase. This active execution translates developmental strategies into measurable progress, preparing the educator to meet the rigorous eligibility requirements of target administrative leadership positions.

16. (B) Career Review and Evaluation
Career review and evaluation is the stage where educators systematically monitor and measure their actual professional achievements against target milestones. This continuous assessment allows individuals to judge the effectiveness of their career strategies, identify emerging skill gaps, and make necessary adjustments to action plans. Regular evaluation ensures that professional development remains responsive to personal growth needs and changing institutional dynamics.

17. (B) Is flexible with multidirectional routes, whereas a career ladder is a rigid vertical progression framework
A career ladder represents a traditional, linear, and vertical progression framework structured around fixed hierarchical positions and formal promotional steps. Conversely, a career path offers a flexible, multidirectional continuum that incorporates lateral, diagonal, and vertical professional movements across various functional areas. This flexibility allows educators to expand competencies, diversify roles, and achieve meaningful growth without being strictly constrained by vertical supervisory promotion.

18. (B) I, II and III only
Career ladders define vertical promotional steps within administrative structures, while career paths allow lateral transitions across diverse educational domains such as curriculum design or research. Dual-career ladders provide parallel advancement tracks, enabling technical specialists to achieve recognition and higher compensation without assuming administrative management roles. Modern career paths are multidirectional and not restricted solely to vertical promotions, rendering statement IV incorrect.

19. (C) Retaining master teachers who wish to advance without entering administrative roles
A dual-career ladder system establishes two parallel career progression tracks within an institution: an administrative track and a professional or pedagogical track. This design addresses the challenge of retaining exceptional master teachers who desire career advancement and salary growth without leaving classroom teaching for managerial duties. By valuing pedagogical expertise alongside administrative authority, institutions keep top talent directly involved in teaching activities.

20. (D) A Post Graduate Teacher (PGT) posted as an Academic Resource Person on deputation without pay change
A lateral move involves transitioning to a different functional role or department at the same organizational level, compensation grade, and pay scale. Being posted as an Academic Resource Person on deputation without salary changes broadens professional experience without a vertical promotion in supervisory rank. Unlike promotional advancements, lateral assignments focus on expanding skill sets, functional diversification, and institutional knowledge across diverse educational domains.

21. (C) Spiral or Multidirectional Career Path
A spiral or multidirectional career path involves periodic moves across varied functional domains, departments, or specialized areas within an educational organization. This pattern enables professionals to broaden their skill sets, gain diverse administrative experience, and build comprehensive institutional knowledge prior to assuming senior executive roles. Such flexible trajectories foster adaptable leadership, continuous personal development, and enhanced organizational problem-solving capabilities across complex institutional structures.

22. (B) Sequential progression based on predefined eligibility criteria and seniority
Traditional career ladders in public educational systems are characterized by structured, sequential vertical progression based on established eligibility criteria, formal qualifications, and service seniority. These frameworks provide clear, predictable promotional steps through formal supervisory levels. However, they lack the flexibility of lateral mobility, focusing primarily on hierarchical advancement, administrative

Click Here to Buy book on Flipkart

inspectors, whereas Mentoring is done exclusively by students.
(D) Coaching applies strictly to sports physical education, whereas Mentoring applies solely to accounting.

114. Which of the following characteristics is more typical of Coaching than Mentoring?
(A) Enhancing specific instructional competencies within a defined timeframe
(B) Broad long-term institutional focus on lifelong career goals, values, and holistic personal growth
(C) Informal and completely voluntary relationship driven primarily by long-standing mutual personal affinity
(D) Non-directive continuous personal guidance focusing primarily on maintaining work-life balance

115. In terms of role orientation, a Coach primarily focuses on answering:
(A) "Who do you aspire to become in your overall professional career over the next coming decade?"
(B) "What fundamental principles define your overall lifelong personal values and educational philosophy?"
(C) "How can you master this specific teaching method or performance outcome right now?"
(D) "Which government pension scheme options should you formally select prior to superannuation retirement?"

116. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Instructional coaching for teachers is effective in improving classroom practices.
Reason (R): Instructional coaches provide specific, observation-based feedback and targeted practice on concrete classroom teaching behaviors.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

117. Which of the following correctly pairs the developmental relationship with its primary characteristic?
(A) Coaching — Long-term, holistic career development, life planning, and continuous psychosocial support
(B) Mentoring — Short-term, task-specific, immediate skill-performance observation and administrative feedback
(C) Coaching — Performance-driven, focused on specific targeted skill acquisition
(D) Mentoring — Purely evaluative quantitative grading conducted for annual administrative appraisals

118. Consider the following dimensions of professional support in schools:
I. Duration (Short-term vs. Long-term)
II. Focus (Specific task skill vs. Holistic professional growth)
III. Relationship Nature (Performance-driven execution vs. Developmental advisory bond)
IV. Regulatory Mandate (Statutory penal punishment vs. Judicial clearance)
Which of the above dimensions distinguish Coaching from Mentoring?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

119. An administrator who sits in a teacher's classroom to observe a specific micro-teaching technique, uses a structured observation rubric, and conducts a 15-minute post-observation debriefing focusing on actionable skill corrections is acting primarily as a:
(A) Mentor
(B) Judicial Auditor
(C) Statutory Inspector
(D) Instructional Coach

120. A Vice-Principal seeks guidance on handling staff interpersonal conflicts and developing long-term career leadership goals from a retired, respected former Principal. They meet informally once a month for advisory discussions. This relationship is an example of:
(A) Mentoring
(B) Formal Instructional Coaching
(C) Mandatory In-service Retraining
(D) Supervisory Inspection

MCQGPT

30. (D) Succession Planning
Initiating leadership workshops, delegating administrative duties to senior teachers, and creating mentorship programs ahead of impending retirements demonstrates proactive succession planning. This strategy prepares qualified internal candidates to step into key departmental roles without operational delays. By building leadership capabilities prior to vacancies, the principal ensures seamless institutional continuity, preserves institutional memory, and maintains academic quality across key subject departments.

31. (A) Operational disruption and leadership void when key personnel leave or retire
The absence of a formal succession planning process exposes educational institutions to severe operational disruptions, administrative confusion, and leadership vacuums whenever key personnel retire or resign. Without prepared internal candidates, schools may face prolonged delays in filling critical positions or be forced to make hasty external appointments. This lack of strategic preparation compromises institutional stability, disrupts academic management, and weakens long-term organizational effectiveness.

32. (B) Talent identification, competency mapping, and targeted mentoring
Implementation of succession planning in educational institutions requires core activities such as systematic talent identification, competency mapping, structured mentoring, and leadership development. These processes enable administrators to evaluate employee potential, identify skill gaps, and deliver targeted learning experiences. By actively cultivating high-potential staff, the institution builds robust internal leadership pipelines that ensure smooth managerial transitions and sustained administrative stability over time.

33. (B) I and III only
Training in educational management focuses on enabling personnel to acquire specific knowledge, skills, and attitudes required to improve performance in current job roles. It directly addresses performance deficits by bridging gaps between existing capabilities and standard job requirements. Broad long-term personal maturation independent of organizational needs describes general education or general growth, making statement II inaccurate in defining job-specific training purposes.

34. (A) A planned effort to modify knowledge, skills, and behavior to achieve effective job performance
Training in educational human resource management represents a structured, systematic process aimed at enhancing knowledge, practical skills, and behavioral competencies required for specific job roles. Its primary focus is improving current job performance, operational efficiency, and pedagogical quality. Unlike unstructured personal growth, training targets specific institutional needs, ensuring that educators meet performance expectations and execute professional duties effectively within the organization.

MCQGPT

35. (C) To enhance job competence, instructional effectiveness, and administrative efficiency
The primary operational objective of staff training in educational settings is to upgrade professional competence, elevate classroom instructional effectiveness, and improve overall administrative performance. By addressing identified skill deficits and introducing updated methodologies, training directly enhances teacher performance and institutional quality. This systematic enhancement of human capabilities ensures that educational organizations achieve higher academic standards, operational cohesion, and organizational excellence.

36. (D) Improved pedagogical practices, reduced errors, and enhanced learning outcomes
Continuous and effective staff training yields direct institutional benefits, including upgraded pedagogical techniques, reduced instructional and administrative errors, and improved student learning outcomes. By systematically updating professional knowledge and operational skills, training enables educators to adopt modern teaching methodologies and efficient administrative practices. These outcomes enhance overall institutional quality, strengthen school performance standards, and foster a culture of professional excellence.

37. (C) Training is practical and job-specific, whereas Education is broader and focused on general conceptual understanding.
Training focuses on acquiring practical, job-specific skills and immediate operational competencies required for effective performance

53. (C) Propagation of inefficient working habits from senior mentor to trainee
A notable limitation of unstructured on-the-job training is the risk of propagating bad work habits, outdated methodologies, or inefficient administrative practices from senior mentors to trainees. If the senior employee lacks proper training techniques or adheres to flawed procedures, the trainee will likely replicate those errors. Ensuring structured guidelines, mentor orientation, and periodic objective evaluation mitigates this operational risk effectively.

54. (B) Committee Assignment
Committee assignment is an on-the-job training technique where a junior educator is appointed to an active administrative committee, such as examination or discipline committees. Participating in official committee deliberations, decision-making processes, and administrative tasks exposes trainees to institutional functioning and governance. This hands-on involvement builds practical leadership, decision-making, and administrative problem-solving skills without removing the employee from their primary workplace.

55. (D) Teachers observing each other's classes, sharing feedback, and refining techniques
Peer coaching as an on-the-job professional development strategy involves teachers observing each other's classroom instruction, discussing pedagogical approaches, and providing constructive feedback. This non-evaluative, collaborative partnership fosters self-reflection, encourages the adoption of innovative teaching methods, and enhances instructional effectiveness. By embedding learning directly within daily teaching practices, peer coaching builds a continuous culture of professional growth and mutual support.

56. (A) Handling operational duties of the Principal during official absence under delegation
Handling operational administrative duties of the Principal during official absences under formal delegation represents a direct on-the-job training method for a newly appointed Vice-Principal. Experiencing real administrative responsibilities, decision-making, and institutional problem-solving in the actual workplace builds practical executive capabilities. Off-site lectures, asynchronous webinars, and independent research paper writing occur outside daily operational duties, representing off-the-job developmental methods.

57. (C) Simulation workshops conducted at an off-site training academy
Simulation workshops conducted at an off-site training academy are classified as off-the-job training methods because they take place away from the employee's regular workplace and normal duties. This arrangement allows participants to focus entirely on learning concepts and practicing skills in a controlled environment. Conversely, job shadowing, co-teaching internships, and internal committee assignments take place within the real workplace environment.

58. (D) I, II and III
Vestibule training, case study analysis, and role-playing simulations are all off-the-job training techniques designed to provide risk-free learning environments. By isolating trainees from live operations, these methods allow participants to practice complex skills, analyze administrative scenarios, make procedural mistakes, and receive constructive feedback without disrupting actual institutional functioning, student learning, or live administrative workflow within the school.

59. (D) In a replicated work environment using identical tools away from the workplace
Vestibule training involves delivering instruction in a replicated work environment that duplicates actual working conditions, equipment, and procedures away from the main operational floor. This setup allows trainees to master complex operational tools and procedures safely without interrupting real workplace activities or risking costly operational mistakes. It bridges theoretical knowledge and practical application prior to full job deployment.

60. (B) The In-Basket Technique / Case Study Method
Presenting school heads with complex, real-life administrative dilemmas to analyze data, evaluate alternative solutions, and formulate decisions represents the case study method and in-basket technique. This off-the-job training method sharpens critical thinking, problem-solving, and administrative decision-making skills. Working through realistic organizational scenarios prepares leaders to handle actual institutional crises and operational challenges

Downloaded from www.pdf.tube

45. (C) Training Needs Analysis (TNA)
Conducting a survey and skill demonstration assessment to pinpoint specific operational barriers following digital equipment installation is an example of Training Needs Analysis. This diagnostic process investigates why target technology is underutilized by assessing current teacher competencies and confidence levels. Identifying these specific skill deficits allows the administration to design targeted, relevant instructional interventions that systematically resolve operational barriers.

46. (D) Organizational Level
Organizational-level Training Needs Analysis evaluates whether overarching institutional goals, performance standards, and operational efficiency are hindered by widespread skill deficits or administrative bottlenecks across the workforce. This macro-level perspective examines school-wide performance metrics, strategic alignment, and systemic resources to determine where organizational performance can be improved through systematic workforce capacity building and targeted institutional training programs.

47. (A) II, III, I, IV
The standard Training Needs Analysis process follows a logical sequence starting with defining organizational and departmental performance standards. Next, data on current employee competencies is gathered through various diagnostic tools. Comparing current capabilities against established standards allows administrators to identify specific operational performance gaps. Finally, appropriate training interventions and non-training solutions are recommended to bridge those documented gaps effectively.

48. (B) Address resource deficiency through procurement rather than training
When a performance gap stems from inadequate teaching aids and missing laboratory equipment rather than a lack of teacher knowledge, training is an inappropriate solution. Training cannot resolve physical resource shortages. The correct administrative response is to address resource deficiencies through direct procurement and equipment allocation. Differentiating between skill deficits and resource limitations ensures efficient use of institutional budgets and operational efforts.

49. (B) Understudy assignment and shadow mentoring within the school
Understudy assignments and shadow mentoring within the school represent on-the-job training methods. These techniques involve learning direct job responsibilities within the actual workplace under the immediate guidance of experienced personnel. Off-site workshops, external residential conferences, and correspondence degree programs occur away from daily duties, categorizing them as off-the-job training methods rather than workplace-integrated learning.

50. (A) Learning occurs in the real workplace without removing staff from duty
The primary advantage of on-the-job training in a school setting is that learning takes place directly within the authentic workplace context without removing staff from daily operational duties. This approach allows immediate application of practical skills, minimizes coverage disruption for classes, and provides realistic experiential learning under actual working conditions, ensuring high relevance and contextualized skill development.

51. (A) Both A and R are true and R is the correct explanation of A
Job rotation is an effective on-the-job management development technique because it systematically moves prospective school leaders through diverse functional areas, such as examinations, admissions, and financial management. This exposure expands administrative understanding, breaks down departmental silos, and builds versatile leadership competencies. Consequently, job rotation provides potential administrators with the broad operational perspective needed to effectively manage complex educational institutions.

52. (D) A trainee working under a senior executive to learn key role responsibilities
An understudy assignment is an on-the-job training technique where a designated trainee works directly under an experienced senior administrator to learn essential job duties and operational techniques. By observing and assisting in daily management tasks, the understudy gains practical experience and leadership insights. This approach prepares junior staff to step into higher administrative responsibilities smoothly when senior positions become vacant.

MCQGPT

subject-specific refresher courses at state and district levels. These specialized institutions develop training curricula, produce resource materials, and organize academic workshops to continuously update the competencies of serving educators.

85. (C) Revisions occur in national curriculum frameworks, syllabi, or evaluation patterns
Refresher courses are critical when major revisions occur in national curriculum frameworks, subject syllabi, or student evaluation patterns. Systemic updates require teachers to align their instructional delivery and assessment techniques with new standards. Refresher training equips experienced educators with the updated subject content and pedagogical tools necessary to implement revised educational guidelines smoothly and effectively in their classrooms.

86. (B) Subject content enrichment combined with practical pedagogical applications
A primary feature of well-structured refresher courses is the integration of advanced subject content enrichment with practical pedagogical applications. Rather than focusing solely on theoretical knowledge or routine administrative circulars, effective refresher modules show educators how to translate updated subject knowledge into engaging classroom activities, modern assessment strategies, and effective instructional techniques tailored to contemporary learning standards.

87. (D) Demonstration of updated subject knowledge and enhanced pedagogy in class
The true indicator of successful completion of a refresher course is a teacher's ability to demonstrate updated subject knowledge and enhanced pedagogical practices in the classroom. Improved instructional clarity, integration of new learning tools, and elevated student engagement reflect genuine learning transfer. Certificate issuance or administrative tracking matters less than observable enhancements in teaching quality and classroom effectiveness.

88. (A) The state where an educator's skills and knowledge become outdated
Professional obsolescence refers to the condition where an educator's professional knowledge, teaching methodologies, and technical skills become outdated relative to current educational standards and advancements. This decline often occurs when teachers rely on traditional routines without ongoing professional development. Refresher courses and continuous learning prevent obsolescence by updating subject expertise and integrating modern pedagogical tools into practice.

89. (C) Training is short-term and job-focused, whereas Development is long-term and focused on holistic growth.
Training is a short-term, structured intervention designed to build specific operational skills required for immediate job performance. In contrast, development represents a continuous, long-term process aimed at holistic personal growth, strategic thinking, and preparing personnel for future leadership roles. Understanding this distinction allows educational leaders to combine immediate skill-building training with comprehensive, ongoing professional development programs.

90. (A) Both A and R are true and R is the correct explanation of A
Management development programs for Vice-Principals prioritize conceptual, human, and decision-making skills over technical routine tasks because administrative roles demand broad institutional leadership. Managing complex educational systems requires strategic vision, organizational problem-solving, and conflict resolution capabilities. Fostering these higher-level competencies equips emerging leaders to navigate complex regulatory environments, manage diverse staff, and drive institutional excellence effectively.

91. (A) P - 2, Q - 4, R - 1, S - 3
Training focuses on short-term skill acquisition for current job performance. Development emphasizes long-term growth and broad capacity building. Induction centers on the socialization and assimilation of new entrants into an organization. Refresher courses focus on updating existing subject knowledge in light of recent advances. Correctly matching these concepts aligns human resource interventions with specific developmental goals.

92. (B) First is Training (job skill); second is Executive Development (growth)
The 3-day software workshop for new computer teachers represents short-term, job-specific training aimed at immediate technical skill

Click Here to Buy book on Amazon

effectively when managing their respective schools.

61. (C) Freedom from workplace distractions, allowing full focus on new concepts
A primary advantage of off-the-job training methods over on-the-job approaches is the total freedom from routine workplace distractions, operational interruptions, and immediate task pressures. Removing employees from their regular work environment provides an immersive setting where they can concentrate fully on learning new theoretical concepts, complex methodologies, and innovative practices led by specialized training facilitators.

62. (D) Interpersonal awareness, group dynamics, and empathy toward colleagues
Sensitivity training, or T-group training, is an off-the-job method designed to enhance interpersonal awareness, sensitivity to others, group dynamics, and communication skills. It focuses on self-insight, emotional intelligence, and open interpersonal feedback rather than technical or subject-matter knowledge. This method helps educational administrators and teachers build empathy, resolve interpersonal conflicts, and foster collaborative team environments within educational institutions.

63. (A) Dividing participants into small groups to analyze tasks and submit reports
The syndicate method involves dividing training participants into small, balanced sub-groups (syndicates) to collaboratively analyze complex tasks, discuss strategic administrative problems, and prepare comprehensive reports under general facilitator guidance. This method encourages active participation, peer learning, critical evaluation, and cooperative problem-solving. It is widely utilized in executive management development to cultivate strategic thinking and collaborative leadership capabilities.

64. (A) Both A and R are true and R is the correct explanation of A
Off-the-job training is well-suited for introducing entirely new conceptual frameworks or educational reforms because it provides an isolated, distraction-free learning environment. Away from daily operational duties, participants can engage with expert facilitators and master new methodologies without immediate workplace pressures. This structured atmosphere ensures deep focus and thorough conceptual understanding before educators apply new frameworks in real classroom settings.

65. (B) Smoothly integrate new employees into the school culture and procedures
Induction training, or orientation, is primarily designed to integrate newly hired teachers smoothly into the school's organizational culture, administrative rules, and operational routines. It provides essential information regarding institutional policies, professional expectations, and daily practices. Effective induction reduces initial workplace anxiety, accelerates adaptation, aligns performance with institutional values, and establishes a strong foundation for long-term professional success.

66. (A) I, II and III only
Comprehensive induction programs for newly recruited teachers should include orientation on school ethos and rules, detailed information on service conditions and performance expectations, and pedagogical guidance aligned with curriculum norms. Assigning complex institutional auditing tasks without oversight (statement IV) is inappropriate for new entrants, as induction focuses on supportive integration, procedural clarity, and foundational professional orientation rather than unassisted executive audits.

67. (C) Early career reality shock, professional anxiety, and staff turnover rates
Structured induction training helps educational organizations reduce early career reality shock, professional anxiety, and high staff turnover rates among new educators. By providing clear guidance on administrative procedures, school climate, and teaching expectations, induction eases the transition into the new workplace. Well-supported new teachers develop confidence quickly, feel valued by the institution, and maintain higher job commitment over time.

68. (B) I, II and IV only
Valid objectives of organizational induction include socializing new entrants into the institutional culture, clarifying job roles and performance criteria, and building awareness of institutional rules and safety protocols. Providing familial orientation regarding personal housing options (statement III) falls outside the scope of professional organizational induction,

MCQGPT

in a particular role. In contrast, education represents a broader, comprehensive process aimed at developing general conceptual understanding, critical thinking, values, and broad intellectual capabilities. Recognizing this distinction helps educational managers design targeted short-term training interventions alongside long-term, foundational professional education programs.

38. (A) Both A and R are true and R is the correct explanation of A
Continuous professional training is necessary for all educators, including highly experienced personnel, because educational contexts evolve continuously. Rapid advancements in pedagogical techniques, digital technologies, curriculum frameworks, and policy reforms require continuous updates to professional competencies. Ongoing training ensures that veteran teachers adapt to modern instructional demands, prevent professional obsolescence, maintain high instructional standards, and effectively meet contemporary student learning requirements.

39. (D) Introduction of a new competency-based curriculum framework
Introducing a new competency-based curriculum framework represents a proactive institutional reason for initiating staff training programs. A new curriculum requires updated pedagogical strategies, fresh assessment design skills, and revised instructional orientation. Conducting systematic training beforehand equips educators with necessary competencies to implement changes smoothly, avoiding operational confusion and ensuring that learning standards are met effectively across all classroom levels.

40. (A) Assessed training needs and specific performance deficits of educators
Training efficiency in educational institutions is maximized when programs are directly aligned with rigorously assessed training needs and documented performance gaps. Grounding training content in real instructional and administrative deficiencies ensures that learning interventions address specific operational challenges. This targeted alignment eliminates wasted resource expenditure, improves skill acquisition, increases participant engagement, and ensures direct transfer of learned competencies back to classroom teaching.

41. (C) Organizational level, Task (Job) level, and Individual (Person) level
Training Needs Analysis (TNA) is systematically conducted across three primary levels: organizational level, task (job) level, and individual (person) level. Organizational analysis evaluates broad strategic goals and systemic resource needs. Task analysis determines specific knowledge, skills, and duties required for specific job roles. Individual analysis identifies which specific employees require training and pinpoints their exact performance deficits, ensuring comprehensive program design.

42. (A) Knowledge, skills, competencies, and duties required to perform a job effectively
Task analysis, or job analysis, within the TNA framework focuses on defining the exact knowledge, technical skills, operational competencies, and functional duties necessary for effective job execution. It establishes clear standards of performance for specific roles. By detailing required job parameters, task analysis provides a benchmark against which current employee capabilities are compared, enabling accurate identification of necessary training content.

43. (B) I, II and III only
Direct classroom observations, student academic performance data, and teacher self-assessment surveys provide valid, empirical data for identifying training needs. These sources directly reflect instructional quality and skill gaps. Conversely, statutory pension and service record documentation contains administrative employment data that does not yield meaningful insights into current pedagogical competencies, instructional effectiveness, or training requirements, rendering statement IV invalid.

44. (B) Delivering irrelevant content that fails to address actual classroom challenges
Designing teacher training without prior Training Needs Analysis creates a significant risk of delivering irrelevant content that fails to address actual classroom challenges or skill deficits. Without identifying real operational needs, training modules may focus on redundant or theoretical topics. This mismatch wastes financial and temporal resources, reduces teacher engagement, and fails to yield measurable improvements in instructional quality or student academic performance.

Downloaded from www.pdf.tube

communities, peer coaching, and action research—allow teachers to apply new methods, reflect on outcomes, and refine practices within their teaching environment.

77. (A) Both A and R are true and R is the correct explanation of A
The cascade model of in-service training often suffers from a dilution of quality at the field level because training messages pass through multiple hierarchical tiers of trainers. As information cascades from master trainers to key resource persons and ultimately to teachers, communication loss, misinterpretation, and conceptual distortion frequently occur. Consequently, the original depth and pedagogical intent of the training program become diluted.

78. (D) Rigid reliance on static, decades-old lecture notes
Modern in-service teacher education emphasizes student-centered pedagogy, active learning strategies, digital technology integration, and inclusive classroom techniques. A rigid reliance on static, decades-old lecture notes contradicts contemporary educational principles. Modern programs focus on continuous adaptability, reflective practice, and evidence-based instructional strategies designed to meet the evolving learning needs of diverse student populations in contemporary educational settings.

79. (A) Cascade Model
The cascade model is a hierarchical training approach where apex experts train a cadre of master trainers, who then train district-level resource persons, who subsequently train classroom teachers. This multi-tiered model allows large educational systems to train vast numbers of educators quickly and cost-effectively. However, maintaining quality control and preventing information distortion across tiers requires careful oversight and standardized materials.

80. (B) Solving immediate classroom problems to improve instructional practice
Action research conducted by serving teachers focuses on identifying, investigating, and solving immediate practical problems within their own classrooms. Unlike theoretical academic research, action research is localized and action-oriented, aiming to improve specific teaching practices, enhance student engagement, and resolve learning difficulties. This process empowers educators to become reflective practitioners who continuously refine instruction through evidence-based self-evaluation.

81. (B) Brush up and renew existing subject knowledge and pedagogical skills
A refresher course for serving educators is designed to renew, update, and expand existing subject expertise and instructional methodologies. It brings experienced teachers up to date with recent academic research, revised curriculum standards, and modern educational technologies. By addressing skill obsolescence, refresher courses revitalize teaching techniques, maintain high academic quality, and reinforce contemporary pedagogical standards across educational institutions.

82. (A) Target serving personnel to update knowledge rather than beginners
Refresher courses differ fundamentally from basic introductory courses because they specifically target active, experienced serving personnel rather than new entrants. While introductory programs establish foundational skills, refresher courses focus on updating, deepening, and modernizing existing professional knowledge in light of recent developments. This targeted orientation ensures that experienced educators maintain contemporary subject expertise and adapt to evolving curriculum changes.

MCQGPT

83. (B) I, II and IV only
Refresher courses aim to expose educators to recent subject developments, reorient them toward modern pedagogical tools, and facilitate peer collaboration and sharing of best practices. Reducing weekly teaching workload expectations (statement III) is not an objective of refresher training, as these courses focus entirely on capacity enhancement and subject mastery rather than modifying statutory service conditions or work hours.

84. (D) State Councils of Educational Research and Training in coordination with district training institutes
State Councils of Educational Research and Training (SCERT), working in coordination with District Institutes of Education and Training (DIETs), are the primary academic authorities responsible for designing and conducting

100. (D) Enhanced institutional capacity, resilience, and academic excellence
Long-term development of human resources directly expands institutional capacity, operational resilience, and overall academic excellence in educational organizations. Investing in the continuous growth of teachers and administrators builds strong internal leadership, elevates teaching standards, and fosters a collaborative learning culture. These combined organizational capabilities enable schools to navigate policy reforms, adapt to changing educational demands, and achieve high learning outcomes.

101. (C) Continuous self-reflection, networking, action research, and leadership studies
Self-directed professional development for school principals relies on intrinsic motivation, continuous self-reflection, active professional networking, action research, and advanced leadership studies. Rather than waiting passively for top-down administrative mandates, self-directed leaders proactively assess their own managerial competencies, seek targeted developmental resources, and engage in ongoing learning. This proactive commitment sharpens executive leadership and enhances school administration.

102. (B) Integrated into the Institutional Plan and supported by leadership
Long-term staff development initiatives are most successful when integrated directly into the overall institutional plan and backed by supportive school leadership. Aligning individual professional growth with organizational strategic goals ensures dedicated resource allocation, administrative backing, and continuous structural support. This systematic integration transforms staff development from sporadic, isolated workshops into a sustainable, institution-wide culture of continuous professional learning.

103. (A) Both A and R are true and R is the correct explanation of A
Sustainable teacher development requires structural institutional support, including allocated time, adequate resources, and a collaborative school climate. Individual motivation alone rarely sustains long-term professional development if administrative obstacles, resource shortages, or isolated working environments exist. Institutional support validates teacher growth efforts, provides necessary learning infrastructure, and creates an environment where innovative instructional practices can flourish.

104. (A) Participating in a multi-year Professional Learning Community (PLC) focused on pedagogical innovation and mentoring
Participating in a multi-year Professional Learning Community (PLC) focused on pedagogical innovation and mentoring exemplifies a long-term professional development strategy. Unlike brief orientation lectures or routine administrative duties, PLCs involve continuous collaboration, reflective inquiry, and sustained skill refinement over time. This continuous engagement deepens teaching expertise, fosters peer support, and drives long-term instructional improvement across the educational institution.

105. (C) Mentoring
An experienced master teacher providing psychosocial support, career guidance, personal advice, and long-term professional encouragement to a newly appointed teacher describes a mentoring relationship. Mentoring focuses on holistic professional growth, personal development, and career guidance through a supportive, non-evaluative partnership. This relationship builds confidence in new teachers, eases workplace transition, and accelerates professional integration within the institution.

106. (A) A trusted guide who facilitates professional growth through support and advice
In educational leadership, a mentor is characterized as a trusted, experienced guide who facilitates an individual's long-term professional and personal growth through non-evaluative support, constructive feedback, and advice. Rather than acting as a formal administrative supervisor or inspector who penalizes errors, a mentor nurtures confidence, shares professional wisdom, and assists the mentee in navigating complex organizational dynamics.

107. (D) Fostering a supportive environment and accelerating development
Mentoring relationships contribute significantly to teacher development by establishing a supportive workplace climate and accelerating professional capability building. Novice educators receive tailored guidance, reflective feedback, and emotional support from experienced colleagues,

Click Here to Buy book on Flipkart

acquisition. Conversely, sponsoring senior faculty for a year-long executive leadership program constitutes long-term development focused on broader administrative capabilities, strategic thinking, and leadership readiness. This distinction illustrates how short-term skill training and long-term professional development serve complementary institutional goals.

93. (B) II, III and IV only
Development in educational management is a proactive, continuous process of professional growth aimed at preparing educators for future administrative responsibilities and complex leadership roles. It places heavy emphasis on conceptual understanding, interpersonal skills, and organizational vision. Statement I is incorrect because development is proactive and long-term rather than reactive or limited to fixing immediate operational errors.

94. (D) Purpose: Training aims at broad personal philosophical growth; Development aims strictly at typing speed.
The statement in option D incorrectly reverses the core purposes of training and development. Training aims at specific, immediate operational skills like typing speed or hardware operation. In contrast, development focuses on broad personal growth, conceptual understanding, and long-term career advancement. Accurate distinctions recognize training as short-term and job-focused, while development is long-term, career-oriented, and holistic.

95. (A) Growth opportunities provided to personnel to enhance effectiveness
Staff development in school administration encompasses the full range of formal and informal learning opportunities provided to educational personnel to enhance their professional effectiveness, knowledge, and capabilities. It includes professional workshops, peer collaboration, advanced study, and continuous mentoring. Systematic staff development creates a continuous learning culture, improves job satisfaction, and directly elevates instructional quality across the institution.

96. (B) Reflective practice, learning communities, and action research
Effective teacher development relies on continuous, reflective practice, professional learning communities, and classroom-based action research rather than isolated, one-off training workshops. These collaborative and inquiry-based approaches allow educators to analyze real teaching challenges, experiment with innovative methodologies, and refine practices over time. Grounding development in actual classroom experience ensures sustained professional growth and long-term improvements in teaching quality.

97. (B) Broad-based acquisition of competencies, strategic thinking, and leadership
Employee development in educational leadership focuses on the broad-based acquisition of advanced competencies, strategic thinking abilities, and leadership qualities. Rather than addressing narrow, immediate operational tasks, development prepares professionals to navigate long-term organizational challenges, manage institutional growth, and assume higher administrative responsibilities. This comprehensive approach builds leadership capacity and ensures continuous institutional adaptability and sustainability.

98. (A) See the organization as a whole and solve strategic problems
Conceptual skills involve the cognitive ability to see the educational organization as an integrated whole, understand how different departments interact, and solve complex strategic problems. For school administrators, conceptual skills enable long-term planning, policy formulation, structural innovation, and effective response to systemic challenges. Developing these high-level cognitive abilities equips leaders to guide institutional growth and maintain organizational alignment.

99. (C) Reflective Practice Model
The reflective practice model encourages educators to critically analyze their own teaching methods, evaluate student responses, and continuously refine instructional strategies based on evidence. This developmental approach transforms teachers into active learners who critically examine classroom experiences. By integrating continuous self-evaluation and pedagogical adaptation, reflective practice promotes ongoing professional maturity and improves instructional quality throughout an educator's career.

Downloaded from www.pdf.tube

which focuses strictly on workplace integration, administrative orientation, and job performance preparedness.

69. (C) Induction introduces new entrants to job basics, whereas CPD focuses on ongoing career skill enhancement.
Induction training is a initial onboarding process focused on assimilating new hires and introducing them to basic institutional rules, culture, and immediate job expectations. In contrast, Continuous Professional Development (CPD) is an ongoing, lifelong learning process that expands, updates, and refines professional knowledge and pedagogical skills throughout an educator's entire career to meet evolving educational standards.

70. (B) Misalignment with school practices, increased stress, and pedagogical errors
Failing to provide formal induction training to newly appointed teachers often results in misalignment with school policies, heightened professional stress, reduced confidence, and frequent pedagogical or administrative errors. Without early procedural clarity and institutional guidance, new hires struggle to navigate organizational expectations, leading to job dissatisfaction, decreased instructional effectiveness, and higher rates of early-career resignation within educational institutions.

71. (D) Organizational Socialization
Organizational socialization is the process through which new employees acquire the knowledge, social skills, cultural values, and behavioral norms required to adapt smoothly to their new institutional environment. In educational settings, effective socialization aligns individual conduct with the school's mission and operational standards, fostering strong organizational commitment, productive team relationships, and effective integration into the teaching community.

72. (A) Immediately upon joining or within the first few weeks of duty
The initial phase of an induction program should take place immediately upon joining or within the first few weeks of duty. Timely onboarding ensures that new teachers receive immediate guidance regarding operational procedures, administrative expectations, and school policies before assuming full instructional duties. Early support prevents misunderstandings, eases workplace adaptation, and builds confidence from the start of employment.

73. (C) Updating knowledge, skills, and pedagogical practices of serving teachers
In-service teacher training programs target actively serving educators to update their subject knowledge, refine pedagogical methods, and introduce modern educational technologies. Unlike pre-service training, which prepares teacher candidates prior to employment, in-service initiatives address ongoing professional growth needs, curriculum updates, and changing classroom dynamics, ensuring that experienced teachers continuously deliver high-quality, contemporary instruction.

74. (A) Updating subject knowledge, technology integration, and inclusive strategies
National educational policy frameworks mandate continuous in-service teacher education to update subject content knowledge, integrate educational technology, and implement inclusive classroom strategies. Policy guidelines emphasize ongoing professional development as a continuous requirement throughout a teacher's service career, ensuring that educators adapt to evolving curriculum structures, diverse student learning needs, and modern pedagogical research across all institutional levels.

MCQGPT

75. (D) Targeted In-Service Teacher Development
Organizing targeted weekend workshops for serving teachers to master competency-aligned assessment design following a drop in student performance exemplifies targeted in-service teacher development. This intervention addresses a specific documented instructional challenge among active staff. By delivering focused professional learning to serving educators, the school leadership enhances teaching capabilities and improves academic assessment practices directly within the existing school setting.

76. (B) Continuous, school-based collaborative processes linked with classroom practice
In-service teacher training is most effective when designed as a continuous, school-based collaborative process closely tied to daily classroom practice. One-off lectures without practical integration yield limited impact on instructional quality. Continuous, collaborative learning models—such as professional learning

helping them navigate early-career challenges. This collaborative partnership improves instructional quality, reduces isolation, increases teacher retention, and builds a vibrant culture of continuous professional learning within schools.

108. (A) I, II and IV only
Effective mentors serve as facilitators of reflective learning, providers of psychosocial support, and strategic career guides sharing professional wisdom. Serving as a harsh disciplinarian who issues formal reprimands for minor clerical mistakes (statement III) contradicts the core spirit of mentoring. Mentoring relies on trust, open communication, and supportive guidance rather than punitive administrative supervision or disciplinary enforcement.

109. (C) Junior teachers mentor senior educators in emerging digital pedagogical tools
Reverse mentoring is a professional development practice where junior educators mentor senior staff members or administrators in specialized, emerging areas such as new digital technologies, modern social media tools, or contemporary youth trends. This reciprocal process bridges generational skill gaps, promotes mutual respect across administrative hierarchies, and enhances digital literacy among senior leadership within educational institutions.

110. (D) Structured matching of mentors, defined goals, and regular meetings
Formal mentoring programs structured by school administrations are defined by deliberate, systematic design, including intentional matching of mentors and mentees, clear developmental goals, and scheduled, regular meetings. Unlike informal, casual interactions, formal programs establish institutional frameworks, operational guidelines, and monitoring mechanisms to ensure consistent support, measure progress, and achieve specific professional development outcomes across the organization.

111. (A) Active listening, building self-confidence, and helping navigate institutional stress
Psychosocial support in mentoring involves active listening, empathetic guidance, boosting self-confidence, and helping mentees manage workplace stress and professional anxiety. This personal dimension of mentoring complements technical task guidance by addressing emotional well-being and career identity. Providing strong psychosocial support fosters resilience, enhances job satisfaction, and helps educators overcome institutional challenges with greater confidence and stability.

112. (B) Enhanced collaborative culture, knowledge transfer, and teacher retention
Establishing a formal peer-mentoring culture within a school yields major organizational benefits, including a collaborative climate, effective knowledge transfer between veteran and new staff, and improved teacher retention. Mentoring breaks down classroom isolation, builds professional trust, and establishes continuous peer learning networks. These supportive dynamics enhance job satisfaction and elevate overall instructional quality throughout the educational institution.

113. (B) Coaching is short-term and task-focused, whereas Mentoring is long-term and growth-driven.
The fundamental difference between coaching and mentoring lies in their scope, duration, and target focus. Coaching is typically a short-term, structured, and task-focused intervention aimed at improving specific instructional skills or immediate performance outcomes. Conversely, mentoring is a long-term, growth-driven, and holistic relationship that supports overall career development, professional identity, and personal maturation over time.

114. (A) Enhancing specific instructional competencies within a defined timeframe
Enhancing specific instructional competencies within a defined timeframe is a defining characteristic of coaching. Coaching interventions target tangible skill improvements, utilizing direct classroom observations, performance feedback, and structured practice. In contrast, mentoring involves long-term, holistic guidance focusing on general career growth, personal maturation, and broad institutional wisdom, rather than short-term, task-specific skill refinement over brief periods.

115. (C) "How can you master this specific teaching method or performance outcome right now?"
A coach focuses primarily on immediate, actionable skill acquisition, asking how a specific teaching method or performance standard can be mastered right now. Coaching targets tangible, short-term performance improvements

Click Here to Buy book on Amazon

II. It focuses exclusively on direct monetary compensation to retain top teaching talent.
III. It emphasizes both tangible and intangible components of teacher engagement.

Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

9. What is the correct chronological sequence of steps in designing an institutional reward system for a school?
I. Defining institutional goals and desired staff behaviors
II. Establishing clear evaluation metrics and criteria
III. Assessing existing reward practices and resource availability
IV. Implementing the program and gathering feedback for continuous refinement

Which of the following represents the correct sequence?
(A) I, III, II, IV
(B) III, I, II, IV
(C) I, II, III, IV
(D) II, I, III, IV

10. The Principal of a secondary school observes that despite providing standard service benefits, teacher engagement in co-curricular activities remains low. To systematically address this without breaching administrative norms, which managerial action should the Principal take first?
(A) Deduct casual leave entitlements for teachers refusing co-curricular duties
(B) Conduct a needs assessment to identify missing intrinsic motivation factors
(C) Reallocate official baseline salaries based on student activity participation
(D) Issue administrative show-cause notices directly to all senior staff members

11. Intrinsic rewards in an educational workplace are primarily driven by:
(A) An individual's internal experience of task meaningfulness and competence
(B) Mandatory compliance parameters enforced by external administrative authorities
(C) Periodic time-bound financial increments sanctioned under formal pay scales
(D) Official promotion orders issued periodically by the governing department

12. Which of the following is the best example of an intrinsic reward for a senior subject teacher?
(A) Official sanction of regular annual pay increments under service rules
(B) Receiving a formal letter of commendation issued by the Directorate
(C) Experiencing deep fulfillment from observing student academic growth
(D) Designation and allocation of a dedicated personal staff parking slot

13. According to Self-Determination Theory, intrinsic motivation and rewards are nurtured when an organization satisfies three basic psychological needs. Which set represents these three needs?
(A) Power, Affiliation, and Achievement
(B) Compensation, Security, and Status
(C) Supervision, Hygiene, and Growth
(D) Autonomy, Competence, and Relatedness

14. High task significance in a teacher's role directly increases intrinsic reward by:
(A) Guaranteeing accelerated promotion under mandatory career progression schemes
(B) Reducing the total number of assigned classroom teaching periods per week
(C) Enhancing the perception that work meaningfully impacts students' lives
(D) Automating routine classroom evaluation and grading administrative duties

MCQGPT

15. Consider the following statements regarding intrinsic rewards in educational management:
I. They are self-administered by the teacher based on task completion and mastery.
II. They tend to sustain long-term engagement better than external cash bonuses.
III. They can be completely eliminated if financial compensation is sufficiently high.
IV. Autonomy in pedagogical decision-making significantly enhances intrinsic reward perception.

Which of the statements given above are correct?
(A) I and II only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

16. Which of the following initiatives by a Principal is LEAST likely to foster intrinsic rewards among teachers?
(A) Providing opportunities for pedagogical innovation and action research
(B) Granting autonomy in selecting

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

124. (D) Organizational results and institutional impact on performance
Level 4 of Kirkpatrick's evaluation model focuses on Results, measuring the overall organizational impact and institutional outcomes resulting from training. In educational settings, Level 4 evaluates broad indicators such as improved student academic achievement, reduced teacher turnover, higher administrative efficiency, and institutional performance enhancements. It measures the ultimate organizational return on investment generated by training programs.

125. (B) Reaction → Learning → Behavior → Results
The correct order of levels in Donald Kirkpatrick's Training Evaluation Model, moving from Level 1 to Level 4, is Reaction, Learning, Behavior, and Results. Level 1 measures participant satisfaction, Level 2 measures knowledge acquired, Level 3 measures behavioral application on the job, and Level 4 evaluates overall organizational impact and institutional results produced by the training.

126. (D) Level 1 evaluation forms are easy, quick, and inexpensive to administer
Educational institutions frequently rely on Level 1 (Reaction) evaluation because survey forms are easy, quick, and inexpensive to administer immediately after training sessions. While Level 1 provides instant participant feedback regarding satisfaction, it does not measure actual knowledge acquisition, classroom behavior change, or institutional impact. Nevertheless, its low administrative cost and simplicity make it the most widely used evaluation level.

127. (A) Classroom observation rubrics and peer lesson reviews
Evaluating Level 3 (Behavior) in Kirkpatrick's framework requires tools that assess actual job performance and skill application over time. Structured classroom observation rubrics and peer lesson reviews are the most appropriate tools for evaluating whether teachers effectively apply newly acquired pedagogical techniques in live classroom settings, providing empirical evidence of sustained behavior change and learning transfer.

128. (B) Isolating training impact from confounding educational variables is difficult
The primary challenge in evaluating training effectiveness at Level 4 (Results) in educational settings is isolating the specific impact of training from numerous confounding variables. Student performance, school climate, socio-economic factors, and curriculum changes all influence institutional outcomes simultaneously. Disentangling the direct contribution of a specific teacher training program from these overlapping variables requires complex, multi-variable research designs and extensive data collection.

129. (A) Both A and R are true and R is the correct explanation of A
State research institutes (SCERTs) and district training centers (DIETs) play a crucial role in institutionalizing continuous teacher professional development. SCERTs serve as apex academic bodies providing policy guidelines, curriculum frameworks, and training modules, while DIETs function as local operational hubs conducting localized in-service training and action research. This integrated multi-tier structure ensures that professional development reaches teachers effectively across all administrative levels.

130. (A) District Institute of Education and Training
In educational administrative structures, the acronym DIET stands for District Institute of Education and Training. Established under national policy initiatives, DIETs function as district-level academic resource institutions responsible for providing quality pre-service and in-service training to elementary and secondary school teachers, conducting action research, and offering continuous academic support to schools within their respective administrative districts.

131. (C) Providing academic support, organizing training, and conducting action research
A primary function of District Institutes of Education and Training (DIETs) is providing localized academic support, organizing in-service training programs, and conducting action research to address district-level educational challenges. DIETs serve as grass-roots academic resource centers that mentor teachers, develop teaching-learning materials, and enhance instructional quality across primary and secondary schools within their administrative jurisdiction.

132. (D) State Directorate of Education
State Councils of Educational Research and Training (SCERT) function under the administrative umbrella and policy guidance of the State Directorate of Education or State

Downloaded from www.pdf.tube

have no impact on effort output
(C) Herzberg's Two-Factor Theory – Treating salary as a core intrinsic motivator
(D) Maslow's Hierarchy – Placing administrative praise at the base safety level

25. A Post Graduate Teacher (PGT) consistently stays after school hours to organize remedial classes for low-performing board examination students. The teacher explicitly requests the Principal for a formal written commendation letter to build their professional profile. In terms of reward classification, the teacher is primarily seeking:
(A) An intrinsic, self-administered psychological reward
(B) An extrinsic, non-monetary formal reward
(C) A statutory service-linked financial allowance
(D) An informal intra-mural staff welfare amenity

26. Under B.F. Skinner's reinforcement framework, administering an extrinsic reward immediately following an employee's positive contribution operates as:
(A) Negative reinforcement
(B) Positive reinforcement
(C) Extinction
(D) Punishment

27. What is the correct operational sequence for administering performance-linked extrinsic rewards in an institution?
I. Communicating expected performance standards clearly to staff
II. Monitoring and evaluating actual performance objectively
III. Timely delivery of promised reward matching performance outcomes
IV. Providing constructive feedback regarding the performance-reward linkage
Which of the following represents the correct sequence?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, II, IV

28. Over-reliance on extrinsic rewards in school management can lead to which of the following systemic risks?
(A) Complete structural elimination of routine administrative documentation work
(B) Exponential and sustained increase in overall student academic retention rates
(C) Reduction in collaboration and crowding out of intrinsic teaching passion
(D) Immediate formal alignment with international academic accreditation standards

29. Extrinsic rewards are most effective when they satisfy which of the following conditions?
(A) Distributed completely unpredictably without established administrative criteria
(B) Kept strictly uniform across all staff members regardless of contribution
(C) Delayed by several operational years after the achievement actually occurs
(D) Directly and transparently linked to specific performance objectives

30. Under Financial Rules applicable to government institutions, an honorarium is paid to a government servant as an extrinsic monetary reward for:
(A) Performing routine instructional duties during standard designated office hours
(B) Attending regular administrative staff meetings convened by the Head of School
(C) Special work of an occasional character undertaken outside regular duties
(D) Maintaining standard daily student attendance and official school registers

31. Monetary rewards differ fundamentally from non-monetary rewards because monetary rewards:
(A) Focus primarily on fulfilling self-actualization and higher-order psychological needs
(B) Have direct purchasing power and cash value quantifiable in financial terms
(C) Possess zero cost implications for the institutional budget
(D) Cannot be standardized through administrative service rules

32. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Non-monetary recognition programs often generate higher emotional engagement and institutional loyalty among senior educators than small financial bonuses.
Reason R: Non-monetary rewards satisfy higher-level psychological needs for esteem, status, and professional belongingness.
In the light of the above statements, choose the correct answer from the options given below:

MCQGPT

professional learning, overcome geographical constraints, access updated curriculum tools, and connect with peer learning communities, significantly democratizing professional growth opportunities across diverse educational regions.

141. (C) School leadership, instructional management, and collaborative learning cultures
Under modern educational leadership guidelines, school heads and principals are required to complete continuous professional development modules focusing specifically on school leadership, instructional supervision, administrative management, and building collaborative learning cultures. These targeted modules strengthen executive leadership capabilities, enable strategic school development planning, and foster effective instructional environments that support continuous academic improvement across the school.

142. (D) Spans the entire professional career, responding to evolving educational needs
Continuous Professional Development is termed 'continuous' because it spans an educator's entire professional career, systematically adapting to evolving educational needs, curriculum changes, and technological advancements. Rather than being a one-off event completed during initial onboarding, CPD represents an ongoing, lifelong journey of reflection, skill acquisition, and pedagogical refinement essential for maintaining high instructional quality throughout service.

143. (A) Relevance to classroom practice, active learning, and continuous reflection
A core characteristic of effective Continuous Professional Development (CPD) programs is direct relevance to daily classroom practice, active teacher engagement, and continuous self-reflection. Effective CPD connects theoretical concepts with concrete instructional strategies, allowing educators to practice new methods, analyze student work, and adjust teaching techniques, ultimately driving sustained improvements in instructional quality and student learning.

144. (B) Meet regularly to analyze student work and collaboratively solve problems
Professional Learning Communities (PLCs) support Continuous Professional Development by providing structured frameworks where teachers meet regularly to analyze student work, discuss instructional challenges, share effective practices, and collaboratively solve learning problems. This collaborative model fosters collective responsibility for student achievement, breaks down classroom isolation, and drives continuous, school-wide improvements in teaching effectiveness and academic standards.

145. (B) Structural coordination breakdown and conflict with core instructional schedules
Scheduling mandatory training during peak teaching hours without substitute teacher coverage highlights a structural coordination breakdown and direct conflict with core instructional schedules. While the intent for professional development is valid, poor administrative scheduling disrupts routine classroom teaching and increases staff stress. Effective training management requires alignment with academic calendars, providing substitute coverage, and protecting instructional time.

146. (A) Lack of post-training follow-up and supportive supervisory feedback
A major systemic barrier to effective training transfer in schools is the lack of post-training follow-up, ongoing coaching, and supportive supervisory feedback. When teachers return from workshops without administrative encouragement, structural support, or constructive monitoring, newly learned strategies are quickly discarded. Sustained training transfer requires continuous follow-up, peer coaching, and a supportive organizational environment that encourages innovation.

147. (C) Mismatch between training content and actual professional skill gaps
Designing training programs without conducting a thorough Training Needs Analysis creates a significant barrier: a direct mismatch between training content and the actual professional skill gaps of educators. Without pinpointing specific operational deficiencies, training modules deliver irrelevant or redundant information. This disconnect wastes institutional resources, reduces teacher engagement, and fails to yield measurable improvements in teaching quality.

148. (D) Rigid resistance to change, lack of principal support, and negative peer culture
An organizational climate characterized by rigid resistance to change, lack of leadership support, and a negative peer culture severely hinders

Click Here to Buy book on Flipkart

in concrete tasks. Questions regarding long-term career aspirations, personal values, or retirement benefits reflect broader mentoring or administrative counseling domains rather than short-term, task-focused instructional coaching.

116. (A) Both A and R are true and R is the correct explanation of A
Instructional coaching effectively improves classroom practices because coaches provide targeted, observation-based feedback and structured opportunities to practice specific teaching behaviors. By observing actual live lessons and conducting constructive debriefings, coaches help teachers refine techniques, correct operational errors, and implement evidence-based strategies. This direct feedback loop ensures effective learning transfer and yields measurable enhancements in teaching quality.

117. (C) Coaching — Performance-driven, focused on specific targeted skill acquisition
Coaching is fundamentally performance-driven and focused on acquiring specific targeted skills within a defined period. Option C correctly pairs coaching with its primary characteristic. Option A incorrectly attributes holistic long-term guidance to coaching instead of mentoring, option B incorrectly labels mentoring as short-term and task-specific, and option D mischaracterizes mentoring as an evaluative grading tool used for formal administrative appraisals.

118. (B) I, II and III only
Coaching and mentoring are distinguished by duration, focus, and the nature of the developmental relationship. Coaching is short-term, task-focused, and performance-driven, whereas mentoring is long-term, holistic, and growth-oriented. Dimension IV is irrelevant because neither coaching nor mentoring involves statutory penal punishments or judicial clearances; both are supportive, professional capacity-building frameworks within educational management settings.

119. (D) Instructional Coach
An administrator who observes a specific micro-teaching technique, uses a structured observation rubric, and conducts a post-observation debriefing focused on actionable skill corrections acts as an instructional coach. This focused, observation-based feedback cycle targets immediate classroom skill improvement. The intervention is performance-centered, structured, and short-term, defining the operational role of an instructional coach in school settings.

120. (A) Mentoring
A Vice-Principal seeking guidance on conflict resolution and long-term career leadership from a retired, respected former Principal through informal monthly advisory discussions exemplifies mentoring. This ongoing relationship is voluntary, non-evaluative, long-term, and focused on broad professional growth and leadership maturation. It provides psychosocial support and organizational wisdom, distinguishing it from short-term, task-specific instructional coaching or formal supervisory inspections.

121. (B) Reaction (Participant satisfaction and immediate feedback regarding training)
Level 1 of Donald Kirkpatrick's Four-Level Training Evaluation Model measures Reaction. This initial level evaluates participant satisfaction, engagement, and immediate perceptions regarding the training program, including quality of instruction, relevance of materials, venue comfort, and overall utility. Level 1 provides immediate feedback from trainees, helping organizers evaluate participant engagement before assessing actual learning or behavioral transfer.

122. (A) Knowledge, skills, and attitudes acquired by participants
Level 2 in Kirkpatrick's evaluation model measures Learning. It assesses the extent to which participants acquired intended knowledge, technical skills, and updated attitudes as a direct result of the training. This level is typically evaluated using pre-tests, post-tests, skill demonstrations, or diagnostic quizzes to quantify immediate cognitive and practical learning gains achieved during the instructional program.

123. (D) Level 3 (Behavior / Learning Transfer)
Evaluating whether teachers actually change their daily instructional practices in classrooms three months after training measures Level 3 (Behavior / Learning Transfer) in Kirkpatrick's model. Level 3 examines the extent to which learned knowledge and skills are applied on the job. Assessing actual classroom implementation determines whether training successfully translated into sustained behavioral change within the working environment.

MCQGPT

CHAPTER 09

Rewards and Employee Welfare

1. Which of the following best defines an organizational reward system in an educational institution?
(A) An integrated mechanism of formal and informal benefits aimed at attracting, retaining, and motivating staff
(B) A structured framework of financial allowances paid exclusively for overtime administrative duties
(C) A statutory mandate restricted to annual increments and promotional upgrades governed by civil service rules
(D) A discretionary fund utilized by the Head of School for emergency staff advances

2. Rewards in educational management are broadly classified into system-wide rewards and individual rewards. Which of the following is considered a system-wide reward?
(A) Selection for the State Teacher Award
(B) A performance-contingent honorarium
(C) Standard annual leave entitlement and health insurance benefits
(D) A letter of appreciation issued by the Principal for leading an annual function

3. What is the primary operational objective of establishing a transparent reward architecture in a school?
(A) Aligning teacher behaviors with institutional goals and standards
(B) Eliminating the requirement for routine supervisory inspections
(C) Substituting baseline salary structures with variable pay components
(D) Delegating performance evaluation entirely to advisory committees

4. Direct financial rewards in an educational establishment typically include:
(A) Subsidized housing and official transport
(B) Paid study leave and sabbatical privileges
(C) Access to employee assistance and health wellness programs
(D) Base pay, professional allowance, and cash bonuses

5. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Rewards and incentives are conceptually distinct management mechanisms in school administration.
Reason R: Incentives are forward-looking offers designed to induce specific future performance, whereas rewards are retrospective outcomes delivered after performance evaluation.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Which of the following represents a key characteristic of an effective reward framework in a government school system?
(A) Complete dependence on subjective discretion of the Head of School
(B) Confidentiality of reward criteria to avoid staff dissatisfaction
(C) Strict alignment with rule-bound performance parameters and equitable criteria
(D) Equal financial distribution regardless of individual contribution or role complexity

7. Which of the following pairs correctly matches the type of reward with its core characteristic?
(A) Intrinsic Reward – Driven by external monetary compensation
(B) Extrinsic Reward – Derived from internal task enjoyment and sense of accomplishment
(C) Indirect Financial Reward – Monthly basic salary pay scale
(D) Non-Monetary Reward – Praise, recognition, and enhanced professional status

8. Consider the following statements regarding total rewards strategy in school leadership:
I. It integrates compensation, benefits, work-life effectiveness, and recognition.

MCQGPT

teachers from implementing innovative practices post-training. Without supportive leadership, administrative resources, and a collaborative team environment, individual enthusiasm wanes rapidly. A receptive, encouraging school climate is essential for enabling educators to apply new pedagogical knowledge effectively in their classrooms.

149. (C) Trainees learn concepts in training but fail to apply them in daily teaching
The 'transfer of training' problem refers to situations where educators successfully acquire knowledge and skills during training sessions but fail to apply them in daily classroom instruction. This gap often arises from inadequate administrative support, unsupportive school environments, lack of instructional resources, or absence of follow-up coaching. Resolving transfer problems requires structured workplace integration and ongoing supervisory encouragement.

150. (B) Creating a supportive environment and monitoring training transfer in class observations
Overcoming barriers to training effectiveness requires school leadership to prioritize creating a supportive organizational environment and actively monitoring training transfer through constructive classroom observations. By providing necessary instructional resources, offering post-training feedback, and encouraging peer collaboration, principals ensure that new pedagogical competencies translate into daily teaching practices, ultimately raising academic standards and instructional quality school-wide.

****

Downloaded from www.pdf.tube

supplementary instructional materials
(C) Facilitating peer-collaborative learning communities within subject departments
(D) Micro-managing daily lesson delivery through rigid, standardized scripts

17. The phenomenon where offering external monetary rewards for a task that was previously intrinsically motivated leads to a decrease in overall motivation is known as:
(A) The Overjustification Effect
(B) The Hawthorne Effect
(C) The Pygmalion Effect
(D) The Halo Effect

18. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A Principal seeking to build a culture of continuous school improvement must prioritize intrinsic reward design alongside standard administrative benefits.
Reason R: Intrinsic rewards foster higher levels of conceptual creativity, discretionary effort, and professional resilience in educators.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. A Principal notices that a newly appointed teacher is struggling with classroom management but shows exceptional skill in preparing innovative digital learning aids. To enhance the teacher's intrinsic motivation, the Principal should:
(A) Assign the teacher to lead digital aid workshops while mentoring classroom management
(B) Publicly reprimand the teacher for classroom management defects during the general morning assembly
(C) Reassign the teacher to non-teaching administrative duties on a permanent institutional basis
(D) Withhold the teacher's monthly base pay allowance until classroom management performance improves

20. Job enrichment, as a strategy to boost intrinsic rewards for teachers, involves:
(A) Increasing the sheer volume and complexity of routine clerical work assigned to a teacher
(B) Rotating a teacher across various unrelated administrative departments on a monthly basis
(C) Providing additional direct monetary compensation for working voluntary extra hours daily
(D) Adding vertical depth to the job through increased autonomy and planning authority

21. Extrinsic rewards in school management are characterized as being:
(A) Internally generated by the teacher during the process of classroom instruction
(B) Tangible or intangible benefits administered by external management
(C) Completely independent of organizational administrative policies and formal rules
(D) Restricted solely to non-financial public praise and informal verbal appreciation

MCQGPT

22. Which of the following is an example of an extrinsic, non-monetary reward in a school setup?
(A) Performance-linked direct financial pay allowance
(B) Statutory leave encashment and monetary benefit
(C) Public recognition during the annual school function
(D) Mandatory annual pay scale financial increment

23. Which of the following statements regarding extrinsic rewards is INCORRECT?
(A) They are effective for motivating performance on routine, standardized administrative tasks.
(B) They are controlled and distributed by external organizational authorities.
(C) They can provide immediate, short-term reinforcement for achieving targeted operational outcomes.
(D) They permanently transform a teacher's underlying intrinsic value system regarding education.

24. Which pair correctly matches the behavioral theory with its reward application?
(A) Operant Conditioning – Utilizing extrinsic reinforcement to shape desired administrative behaviors
(B) Expectancy Theory – Assuming rewards

School Education Department. As the apex state-level academic authority, SCERT advises the state government on educational policies, oversees curriculum development, coordinates teacher education programs, and works alongside administrative directorates to ensure academic standards across schools.

133. (C) Developing curriculum, textbooks, learning material, and training packages
A core academic responsibility of State Councils of Educational Research and Training (SCERT) is developing state curriculum frameworks, authoring textbooks, creating supplementary learning materials, and designing comprehensive teacher training packages. SCERTs lead academic innovation, oversee quality improvements in school education, conduct educational research, and provide academic guidance to district training institutes and state educational administrators across all school cadres.

134. (B) Elementary and Secondary teachers and heads of schools
District Institutes of Education and Training (DIETs) provide pedagogical guidance, capacity building, and continuous academic support primarily to elementary and secondary school teachers, as well as heads of schools. By focusing on school education personnel within the district, DIETs strengthen foundational learning standards, improve classroom teaching practices, and foster effective school leadership through targeted professional development modules.

135. (D) District-level Academic Resource Hub
Providing foundational literacy materials, conducting capacity workshops, and assisting in baseline diagnostic assessments illustrates the role of a DIET as a district-level academic resource hub. DIETs collaborate directly with schools to solve localized instructional problems, build teacher competencies, and supply specialized pedagogical resources, fulfilling their core mandate as decentralized centers for academic support and instructional improvement.

136. (A) Action Research by classroom teachers
State educational research and training institutions actively promote classroom-based Action Research by teachers to improve instructional practices and resolve localized learning problems. Action research encourages educators to systematically investigate classroom challenges, test innovative teaching strategies, and evaluate learning outcomes. Fostering action research builds a culture of evidence-based reflective practice and continuous instructional enhancement across schools.

137. (C) 50 Hours
Under contemporary national educational policy frameworks, teachers and school heads are expected to complete a mandatory minimum of 50 hours of Continuous Professional Development (CPD) per year. This requirement ensures that educators continuously update their pedagogical knowledge, technology integration skills, and subject expertise, maintaining high standards of professional competence throughout their service careers.

138. (A) Competency-based pedagogy, foundational literacy, and inclusive education
Continuous Professional Development (CPD) modules envisioned in national education policies emphasize competency-based pedagogy, foundational literacy and numeracy, inclusive education, and digital technology integration. These modern modules focus on student-centered instructional strategies, formative assessment techniques, and equitable learning environments, moving away from traditional rote-learning drills and rigid lecture methods toward meaningful learning outcomes for all students.

139. (D) Sporadic external events to continuous school-embedded professional learning
Modern Continuous Professional Development frameworks shift teacher learning from sporadic, isolated external workshops to continuous, school-embedded professional learning. Modern CPD integrates learning directly into daily school practices through peer collaboration, professional learning communities, reflective practice, and action research. This shift ensures that professional growth is ongoing, contextually relevant, and directly connected to improving student learning outcomes.

140. (B) Accessible online professional development modules and teaching resources
Digital educational platforms support teacher Continuous Professional Development by offering accessible, high-quality online learning modules, interactive training courses, and curated pedagogical resources. Digital platforms allow educators to engage in self-paced, continuous

Click Here to Buy book on Amazon

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. Which of the following is considered a non-monetary administrative reward within the power of a School Principal?
(A) Granting duty adjustments for event co-ordinators within rules
(B) Sanctioning Modified Assured Career Progression (MACP) pay scale financial upgrades
(C) Enhancing the basic pay scale by introducing special monthly financial allowances
(D) Reimbursing personal travel expenses directly from public funds without receipts

34. Which of the following is NOT a monetary reward?
(A) Performance-linked monetary bonus payment sanctioned annually
(B) Special pay allowance granted for undertaking additional responsibility
(C) Letter of appreciation recorded in the official service book
(D) Formal honorarium paid for conducting state-level evaluation work

35. Consider the following mechanisms of recognition in government schools:
I. "Teacher of the Month" display on the school bulletin board
II. Special mention in the school's annual report published for the public
III. Granting advance pay increments directly by the Principal
Which of the mechanisms listed above represent valid non-monetary recognition tools for a Head of School?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

36. Which of the following pairs is INCORRECTLY matched?
(A) Cash Award for Innovation – Monetary Reward
(B) Certificate of Commendation – Non-monetary Reward
(C) Nomination for specialized international exposure visit – Non-monetary Reward
(D) Dearness Allowance adjustment – Non-monetary Reward

37. What is a key advantage of non-monetary rewards over monetary rewards in school management?
(A) They are governed by strict statutory pay scales requiring legislative amendment
(B) They provide high psychological value at minimal financial expenditure for the school
(C) They automatically resolve all service seniority disputes among staff
(D) They replace the requirement of providing statutory salaries to contractual teachers

38. Public appreciation of a teacher during a general staff council meeting serves as a cause for which of the following organizational effects?
(A) Increasing grievance filings regarding financial pay scales
(B) Direct reduction in student tuition fee defaults
(C) Reinforcing desirable behaviors and boosting peer motivation
(D) Automatic exemption of the teacher from examination invigilation duties

39. What is the correct procedural order for introducing a non-monetary "Peer Recognition Program" in a school?
I. Establishing transparent criteria and nomination guidelines with staff consensus
II. Inviting monthly peer nominations from subject departments
III. Evaluating nominations through a representative staff committee
IV. Formally presenting appreciation certificates during general school assemblies
Which of the following represents the correct sequence?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, IV, II

40. Due to fiscal constraints, a Principal cannot grant monetary rewards to teachers who achieved 100% distinction results in board examinations. Which of the following options represents the most appropriate non-monetary administrative strategy?
(A) Issuing appreciation letters and publicly honoring them at the annual event
(B) Ignoring the academic achievement entirely

MCQGPT

to maintain uniform treatment among all teachers
(C) Recommending all achieving teachers for immediate accelerated promotion, bypassing rules
(D) Cancelling all future internal board examinations to lower academic performance pressure

41. In government educational institutions, formal financial rewards and career progression mechanisms are primarily governed by:
(A) Discretionary administrative orders issued by the local School Management Committee
(B) Statutory service rules, CCS rules, and Pay Commission recommendations
(C) Informal bilateral agreements established between teacher associations and Principals
(D) Internal regulations drafted independently by individual school employee staff clubs

42. Consider the following statements regarding the Modified Assured Career Progression Scheme (MACPS) applicable to government school staff:
I. It provides financial upgradation to higher grade pay upon completion of 10, 20, and 30 years of continuous service.
II. It involves automatic functional promotion to higher post designations.
III. It acts as a structural financial reward mechanism to prevent stagnation in service.
IV. Financial upgradation under MACPS is subject to meeting prescribed performance benchmarks in APARs.
Which of the statements given above are correct?
(A) I and II only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

43. Under statutory service provisions applicable to Directorate of Education staff, who is competent to grant official recognition or sanction administrative awards to school teachers at the state level?
(A) The Competent Authority in the Directorate of Education
(B) The Executive Committee of the designated local School Management Committee
(C) The Head of School acting independently without external administrative approval
(D) The elected Treasurer of the school staff welfare club

44. According to Central Civil Services (Conduct) Rules, a government school teacher regarding acceptance of monetary rewards or gifts must ensure that:
(A) Monetary rewards from private coaching institutes can be accepted freely by teachers
(B) Sums received directly from students as personal cash gifts require no official reporting
(C) Gifts or rewards exceeding prescribed limits require prior Government sanction
(D) Honorarium rewards received from foreign institutions require no administrative permission

45. Cash awards granted for meritorious academic results under specialized department schemes in government schools are disbursed through:
(A) Discretionary cash funds collected directly from student welfare and activity funds
(B) Personal official bank accounts maintained independently by the Head of School
(C) Cash funds collected through parent-teacher association voluntary contributions
(D) Direct Bank Transfer or official treasury channels following financial sanction

46. Which of the following pairs regarding government reward mechanisms is INCORRECTLY matched?
(A) MACP Scheme – Financial upgradation without change in functional post
(B) Annual Increment – Statutory pay progression based on satisfactory service
(C) Special Honorarium – Unrestricted cash payment decided verbally by the Principal
(D) State Teacher Award – Formal recognition for exceptional educational contribution

47. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Financial rewards in public educational management must adhere strictly to statutory service and financial rules rather than managerial discretion.
Reason R: Strict adherence to statutory financial rules ensures fiscal accountability, transparency, and equity across the public cadre.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

Downloaded from www.pdf.tube

correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

48. A Principal wishes to acknowledge a teacher's exceptional work in managing the school's online admission portal. Which administrative tool can the Principal directly issue within their managerial jurisdiction?
(A) A permanent structural increase in the teacher's official basic pay scale
(B) An out-of-turn administrative promotion to the Vice-Principal post
(C) Complete official exemption from daily biometric attendance recording
(D) An administrative Letter of Appreciation placed in their personal file

49. In government school administration, granting a "Special Pay" or allowance to an employee for performing additional duties of an arduous nature requires:
(A) Explicit sanction under Delegation of Financial Powers Rules
(B) Verbal administrative approval granted during an informal staff meeting
(C) A formal vote of confidence passed unanimously by the student council
(D) A written recommendation issued by the local municipal counselor

50. Which approach represents best managerial practice for aligning internal school recognition with official government service rules?
(A) Granting awards based purely on informal personal rapport between teachers and leadership
(B) Reserving all recognition awards exclusively for senior teachers nearing superannuation
(C) Creating a transparent evaluation process mapped to objective APAR criteria
(D) Maintaining absolute administrative secrecy regarding internal award selection criteria

51. What is a mandatory eligibility criterion for teachers applying for the National Awards to Teachers (NAT) conferred by the Ministry of Education, Government of India?
(A) Regular teaching staff with minimum service and verified student learning contributions
(B) Minimum 30 years of continuous teaching service in private un-aided educational schools
(C) Direct political nomination issued by local legislative members and public representatives
(D) Holding a doctorate (Ph.D.) degree in Educational Administration or related pedagogy

52. In the selection process for State Teacher Awards under the Directorate of Education, the initial screening of teacher applications at the district level is conducted by a committee chaired by:
(A) The Chairperson of the designated School Management Committee
(B) The Principal of an adjacent neighboring private senior school
(C) The Chief Office Superintendent from the State Secretariat
(D) The Deputy Director of Education (DDE) of the district

53. Which parameter carries significant weight in evaluating teachers for State and National Recognition Awards?
(A) The physical size and seating capacity of the teacher's designated classroom space
(B) Innovative pedagogy, teaching-learning material development, and academic results
(C) Total accumulated years of non-duty administrative leave logged during service
(D) The total number of formal administrative petitions filed by the teacher over time

54. Which of the following statements regarding the selection process for Teacher Recognition Awards is INCORRECT?
(A) Selection involves multi-tier administrative screening by District and State Committees.
(B) Teachers can self-apply directly through a dedicated online award nomination portal.
(C) Selection is based purely on seniority without evaluating performance outcomes.
(D) Evaluation includes assessing active co-curricular engagement and community service.

55. A Principal faces a situation where two senior teachers strongly compete for a single nomination spot for the State Teacher Award. Both have strong performance records, but teacher X has pioneered inclusive education practices while teacher Y has high board pass percentages. How should the Principal handle the nomination?
(A) Nominate teacher Y on the grounds that board exam pass percentages are paramount
(B) Reject both award applications entirely to

MCQGPT

(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

103. What is a foundational ethical requirement for operating any successful Employee Assistance Program (EAP)?
(A) Direct reporting of all employee personal disclosures to the Head of School
(B) Public display of counseling attendee lists on the common staff notice board
(C) Linking EAP program utilization directly to annual performance appraisals (APAR)
(D) Strict confidentiality of counseling records and voluntary participation

104. Which of the following is a major misconception regarding Employee Assistance Programs in schools?
(A) EAP usage indicates an employee is incompetent and facing termination.
(B) EAPs aim to help employees resolve personal problems affecting their health and workplace productivity.
(C) EAPs can offer support for mental stress and burnout.
(D) EAPs promote preventive psychological health.

105. Psychological counseling offered through an EAP helps an educational organization by:
(A) Completely eliminating the institutional requirement for retaining qualified subject teachers
(B) Early intervention in distress, reducing absenteeism, and mitigating workplace conflict
(C) Replacing standard government service leave rules with informal bilateral staff agreements
(D) Guaranteeing 100% board examination pass results across all academic subjects automatically

106. Which pair correctly matches the EAP domain with its target solution?
(A) Financial Wellness Guidance – Conducting official statutory audits of school accounts
(B) Workplace Stress Counseling – Addressing teacher burnout and anxiety
(C) Personal Relationship Counseling – Assigning class teacher duties
(D) Substance Abuse Intervention – Applying CCS (CCA) penalties directly

107. How does early implementation of EAP support mechanisms logically benefit school administration?
(A) It prevents personal crises from escalating into major performance breakdown
(B) It significantly increases potential legal litigation costs filed against the school administration
(C) It completely removes the Principal's legal accountability for overall school operational management
(D) It automatically raises student annual enrollment and tuition fees across all grade levels

108. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: EAP counseling services must operate independently of the school's formal administrative evaluation and appraisal process.
Reason R: If teachers fear that seeking mental health help will negatively affect their service records (APAR), they will avoid using EAP support.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

109. A highly dedicated teacher shows a sudden decline in work quality, frequent emotional outbursts, and chronic tardiness. The Principal suspects severe personal family distress. What is the most constructive administrative approach?
(A) Immediately initiate formal disciplinary proceedings under Rule 14 of official CCS (CCA) Rules
(B) Issue a formal public censure order against the teacher during the general morning assembly
(C) Ignore the problematic work behavior completely until the teacher reaches superannuation retirement
(D) Provide a confidential hearing, offer counseling access, and explore leave options

110. What is the most critical factor a Principal must consider when introducing mental health awareness sessions for staff?

Click Here to Buy book on Flipkart

63. What is the primary objective of providing comprehensive employee welfare measures in a school system?
(A) To completely eliminate routine administrative and clerical duties for teaching staff
(B) To improve efficiency, boost employee morale, and reduce occupational burnout
(C) To substitute mandatory professional teaching qualifications with routine health benefits
(D) To circumvent statutory service rules regarding standard daily school working hours

64. Employee welfare measures are broadly classified into statutory, voluntary (non-statutory), and mutual provisions. Statutory welfare measures are those that:
(A) Are offered purely out of philanthropic institutional goodwill by the School Principal
(B) Are organized, managed, and funded exclusively by recognized teacher trade unions
(C) Are provided on a temporary basis only during extraordinary national emergencies
(D) Are mandated by legal statutes that employer institutions must comply with

65. Consider the following welfare amenities provided in an educational institution:
I. Hygienic staff toilet and sanitation facilities
II. Ergonomic seating and adequate staffroom lighting
III. Provision of safe drinking water and clean break areas
Which of the above amenities are classified as core intra-mural workplace welfare facilities?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

66. Which of the following pairs is INCORRECTLY matched regarding welfare scope?
(A) Intra-mural Welfare – Restrooms and first-aid kits within school
(B) Extra-mural Welfare – Employee housing quarters and transportation facilities
(C) Statutory Welfare – Optional recreational club trips organized by staff
(D) Mutual Welfare – Self-help mutual benefit funds managed by employee associations

67. Which of the following is NOT an extra-mural employee welfare activity?
(A) Staffroom ventilation and lighting
(B) Group housing schemes for staff
(C) Departmental holiday homes access
(D) Children's educational allowances

68. Provision of robust employee welfare facilities directly enhances Organizational Citizenship Behavior (OCB) among teachers by:
(A) Forcing teachers to regularly work late evening hours under direct administrative supervision
(B) Increasing administrative financial penalties for minor non-approved duty absenteeism
(C) Directly decreasing overall student pass percentages across terminal board examinations
(D) Fostering psychological safety and institutional care, prompting extra effort

69. What is the correct sequential procedure for establishing an effective institutional staff welfare framework?
I. Assessing staff welfare needs through surveys and consultation
II. Identifying statutory obligations and available budgetary allocations
III. Designing and implementing specific welfare amenities
IV. Reviewing utility and gathering feedback for continuous improvement
Which of the following represents the correct sequence?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) II, III, I, IV

70. A School Principal notices a rise in teacher stress and sick-leave applications during board examination preparation. To address this within the scope of employee welfare, the Principal should:
(A) Reject all submitted medical leave applications immediately without administrative review
(B) Report all absent teachers to higher departmental authorities for formal disciplinary action
(C) Establish wellness spaces, streamline clerical duties, and offer stress management
(D) Cancel all scheduled teacher break periods and double the daily teaching class schedule

Downloaded from www.pdf.tube

prevent interpersonal staff friction
(C) Determine the nominee by flipping a coin during a general staff assembly
(D) Evaluate both candidates objectively against departmental weighted rubrics

56. What is the correct sequence of stages in the selection workflow for National Awards to Teachers?
I. Online submission of self-nomination by eligible teachers on the dedicated portal
II. Shortlisting and scoring by District Selection Committee (DSC)
III. Screening and recommendation by State Selection Committee (SSC)
IV. Final jury evaluation and selection at the National Level
Which of the following represents the correct sequence?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, II, I, IV

57. Which pair correctly matches the recognition program with its primary organizing authority?
(A) State Teacher Awards – District Magistrate Office
(B) National Awards to Teachers – Ministry of Education, Government of India
(C) Regional Educational Excellence Award – Union Public Service Commission
(D) Best Principal Award – Local Parent Association

58. To ensure transparency and fairness in recommending staff for institutional and external awards, a School Principal should:
(A) Nominate teachers based on confidential personal assessments without publishing criteria
(B) Form a representative screening committee and publish evaluation criteria in advance
(C) Rotate recommendations strictly by service age, starting with the oldest staff member
(D) Forward only those applications endorsed by prominent external political leaders

59. Perceived bias or favoritism in recommending teachers for state awards leads to which organizational outcome?
(A) Deterioration of school climate, staff cynicism, and lower voluntary effort
(B) Significant increase in overall staff trust, institutional morale, and commitment
(C) Substantial higher rates of new student enrollment across primary classes
(D) Automatic operational upgrade of existing school physical infrastructure

MCQGPT

60. When designing an internal "Institutional Award for Pedagogical Excellence", a Principal must ensure that the scheme:
(A) Offers direct financial cash rewards drawn directly from student tuition fee collections
(B) Completely replaces standard annual performance assessment report (APAR) evaluation rules
(C) Complements departmental rules and uses transparent, objective performance metrics
(D) Excludes non-permanent contractual and guest teachers from non-monetary recognition

61. Employee welfare in educational management refers to:
(A) Mandatory baseline salary disbursal mechanisms required under official state financial regulations
(B) Formal disciplinary enforcement frameworks designed for penalizing various forms of staff misconduct
(C) Specialized extracurricular coaching programs provided exclusively for high-performing academic students
(D) Comprehensive measures securing staff physical, social, mental, and financial well-being

62. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Intra-mural welfare facilities are provided within the school premises, whereas extra-mural facilities extend beyond the physical school environment.
Reason R: Clean drinking water and staffrooms are intra-mural, whereas subsidized housing and community recreational centers are extra-mural welfare measures.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

student activity funds
(D) Refer the administrative leave matter to local law enforcement authorities

80. An employee submits a CGHS medical reimbursement claim for emergency hospitalization treatment. The claims branch delays processing due to minor documentation queries. What is the most appropriate action for the Principal as Head of Office?
(A) Reject the CGHS medical reimbursement claim permanently without further administrative review
(B) Deduct the total claimed reimbursement amount directly from the dealing assistant's monthly salary
(C) Advise the affected employee to file a formal civil lawsuit against the treating hospital administration
(D) Resolve documentation queries promptly and forward the claim for competent sanction

81. Non-statutory welfare measures in an educational institution are best described as:
(A) Voluntary services provided by management or staff funds to enhance quality of life
(B) Mandatory statutory rights enforced strictly through legal orders issued by statutory courts
(C) Compulsory deductions made directly from employees' basic pay under statutory tax regulations
(D) Penal disciplinary measures imposed by administrative authorities for duty delinquency

82. What is the primary funding source for running a Teachers' Staff Club and organizing informal social activities in a government school?
(A) Annual state government capital budget expenditure allocations
(B) Direct budgetary grants from the Consolidated Fund of India
(C) Voluntary monthly contributions from staff members and club funds
(D) Unsolicited monetary donations from local political figures

83. Which of the following is a primary benefit of establishing non-statutory welfare programs, such as staff retreats or health awareness camps?
(A) Fostering collegiality, reducing stress, and boosting staff morale
(B) An absolute statutory reduction in mandatory daily working hours
(C) Complete structural elimination of annual performance appraisals
(D) Statutory exemption of teachers from central examination evaluation

84. Which of the following pairs is INCORRECTLY matched?
(A) Staff Club Recreation – Non-statutory Welfare
(B) Maternity Leave – Statutory Welfare
(C) Festival Advance – Non-statutory Voluntary Loan Facility / Financial Welfare
(D) CGHS Medical Coverage – Non-statutory Welfare

85. The Principal of a school notices friction and poor inter-departmental coordination among science and humanities teachers. To rebuild trust using non-statutory welfare initiatives, the Principal should:
(A) Issue formal written administrative reprimands to all involved subject department heads
(B) Encourage the Staff Club to organize team-building, cultural, and wellness events
(C) Withhold regular annual salary increments for all teachers in both departments
(D) Re-assign all humanities teachers to teach senior physics classes immediately

86. What is the correct process for establishing a functional Staff Welfare Fund managed by employees?
I. Drafting a written constitution and bylaws with staff consensus
II. Electing representative office bearers (President, Secretary, Treasurer)
III. Opening a designated bank account operated jointly by elected staff representatives
IV. Conducting periodic financial audits and sharing expenditure reports transparently with all members
Which of the following represents the correct sequence?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, II, IV

87. Which of the following is NOT a non-statutory staff welfare initiative?
(A) Organizing voluntary yoga and stress relief workshops for teachers

Click Here to Buy book on Amazon

(B) Creating a mutual benefit bereavement aid fund by staff contributions
(C) Arranging annual staff sports and social get-togethers
(D) Provision of Child Care Leave under CCS (Leave) Rules

88. How can a Principal effectively support newly appointed teachers through non-statutory welfare initiatives?
(A) Setting up a peer-mentorship system to aid social and professional integration
(B) Assigning them double classroom teaching periods compared to experienced senior staff
(C) Excluding them from staff club membership until they complete their probation period
(D) Forcing them to manage all campus safety and security duties during after hours

89. Voluntary welfare measures complement statutory benefits primarily by:
(A) Overriding statutory legal mandates and administrative rules whenever institutional conflict arises
(B) Addressing socio-emotional and personal well-being needs beyond rigid statutes
(C) Directing public treasury funds into private employee personal bank accounts without authorization
(D) Lowering the minimum professional teaching qualifications required for public service recruitment

90. When planning non-statutory welfare events (e.g., annual staff picnic), the Principal must ensure that:
(A) Government treasury funds are utilized for event expenses without competent sanction
(B) Academic instruction hours and student instructional days are strictly safeguarded
(C) Students are left completely unattended in classrooms during regular working hours
(D) Participation is made mandatory for all staff under threat of service termination

91. According to Directorate of Education safety and health norms, every school campus must maintain a fully equipped First-Aid box and have staff trained in emergency response. This facility is classified as:
(A) A basic statutory workplace welfare requirement
(B) An extra-mural voluntary non-essential luxury
(C) A non-essential optional co-curricular amenity
(D) An exclusive administrative privilege for senior staff

MCQGPT

92. Which of the following is a mandatory standard for staffroom welfare facilities in schools?
(A) Individual private air-conditioned administrative offices for every primary school teacher
(B) Commercial dining and catering services operated exclusively by external five-star vendors
(C) Adequate seating, proper ventilation, clean water, and separate staff sanitation
(D) Mandatory installation of television entertainment units inside every regular classroom

93. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Ergonomic and well-maintained physical facilities in staffrooms directly reduce workplace fatigue and professional burnout among teachers.
Reason R: Physical environment quality influences psychological comfort, focus, and overall job satisfaction.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

94. Which of the following statements regarding school workplace facilities is INCORRECT?
(A) Separate, clean, and well-maintained toilet facilities for male and female staff must be provided.
(B) Potable drinking water facilities across campus must be periodically tested for chemical purity.
(C) Staffroom facilities are optional amenities that can be converted into storage dumps.
(D) Emergency contact details and basic first-aid protocols should be clearly displayed in common areas.

95. Consider the following physical facilities in a school setting:

I. Safe and clean drinking water points
II. Hygienic rest areas and staffroom facilities
III. Emergency medical assistance and first-aid kits

Which of the above are fundamental intra-mural physical welfare components required in every government school?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

96. Annual preventive health check-up programs organized within school premises for teachers represent a combination of:
(A) Intrinsic motivation rewards and statutory financial penalties
(B) Disciplinary administrative oversight and operational surveillance
(C) Co-curricular student projects and formal academic evaluation
(D) Physical welfare facilities and health promotion initiatives

97. Which pair correctly matches the school facility with its functional welfare domain?
(A) Staff Common Room – Physical and Social Welfare Facility
(B) First-Aid Station – Extra-mural Financial Assistance
(C) Potable Water Station – Non-statutory Voluntary Option
(D) Fire Safety Equipment – Discretionary Student Project

98. Inadequate physical welfare facilities (e.g., broken sanitation facilities, unhygienic drinking water, poor staffroom seating) lead to which primary outcome?
(A) Increased overall teacher instructional creativity and classroom lesson preparation
(B) Automatic structural increase in official government capital infrastructure grants
(C) Staff dissatisfaction, higher absenteeism, and decline in institutional morale
(D) Complete systemic elimination of student drop-out rates across all grade levels

99. A Principal wants to upgrade the staffroom facilities utilizing available School Management and Development Funds (SMDF) within financial powers. What is the most appropriate procedure?
(A) Assessing requirements, obtaining SMC approval, and following GFR procurement rules
(B) Purchasing luxury furniture items without obtaining financial sanction or issuing tenders
(C) Collecting cash contributions directly from students to fund room infrastructure renovation
(D) Hiring personal relatives to carry out school construction work without issuing official receipts

100. A senior teacher collapses in the staffroom due to a sudden heat stroke during peak summer months. What should be the immediate administrative and welfare response of the Principal?
(A) Issue a formal show-cause administrative notice to the teacher for disturbing school discipline
(B) Deduct half-day leave entitlement from the teacher's record before offering medical assistance
(C) Wait until the conclusion of the regular school operational day before taking any action
(D) Administer first aid, move to a cool area, call medical transport, and inform family

101. An Employee Assistance Program (EAP) in an educational institution is primarily designed to:
(A) Process statutory pension, gratuity, and terminal benefit papers for retiring school staff
(B) Provide confidential counseling and support for personal or work-related challenges
(C) Conduct regular surprise administrative inspections of daily classroom teaching practices
(D) Manage official student disciplinary proceedings and institutional suspensions effectively

102. Consider the following core services provided under an Employee Assistance Program (EAP):
I. Stress management and mental health counseling
II. Substance abuse and addiction recovery support
III. Guidance on work-life balance and psychological well-being
IV. Annual performance appraisal scoring and ranking

Which of the statements given above represent valid components of an EAP?

Downloaded from www.pdf.tube

71. Under Central Civil Services (Leave) Rules, female government employees are entitled to Maternity Leave for a maximum duration of:
(A) 90 days
(B) 120 days
(C) 180 days
(D) 240 days

72. Consider the following statutory benefits applicable to regular government school teachers:
I. Central Government Health Scheme (CGHS) / CS(MA) Rules for medical reimbursement
II. Central Government Employees Group Insurance Scheme (CGEGIS)
III. Child Care Leave (CCL) up to 730 days during entire service for eligible female employees
IV. Uncapped, unrestricted paid casual leave of 60 days per year
Which of the statements given above are correct statutory provisions?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

73. A male government school teacher with less than two surviving children is entitled to Paternity Leave for a duration of:
(A) 7 days
(B) 15 days
(C) 30 days
(D) 45 days

74. Which of the following statements regarding Child Care Leave (CCL) under CCS (Leave) Rules is INCORRECT?
(A) It may be granted to female employees for rearing or taking care of needs of up to two eldest surviving children.
(B) It can be claimed as an absolute right without prior administrative sanction.
(C) It can be granted till the child attains the age of 18 years (or no age limit in case of disabled children as per rules).
(D) During the first 365 days of CCL, 100% of full salary is paid to the employee.

75. Under CCS (Leave) Rules, what is the maximum limit of Earned Leave (EL) that can be accumulated and encashed at the time of retirement by a government employee?
(A) 150 days
(B) 240 days
(C) 300 days
(D) 365 days

76. Which pair correctly matches the statutory leave type with its provision under CCS (Leave) Rules?
(A) Paternity Leave – 90 days maximum
(B) Casual Leave – 180 days per year for vacation staff
(C) Maternity Leave – 180 days maximum for up to two surviving children
(D) Earned Leave – Cumulative up to 1000 days

77. Non-compliance by a Head of School with statutory safety regulations (such as fire safety and structural norms prescribed under local acts) can result in:
(A) Official commendation and honors issued by the local municipal governing body
(B) Automatic administrative extension of the School Principal's service tenure
(C) Complete statutory exemption of the school campus from annual inspections
(D) Statutory liability, administrative action, and prosecution under safety laws

78. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Child Care Leave (CCL) cannot be demanded as a matter of right by a school teacher.
Reason R: The Leave Sanctioning Authority retains the administrative discretion to deny or adjust CCL timing to prevent disruption of public service and institutional instruction.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

79. A teacher requests Extraordinary Leave (EOL) without pay on medical grounds after exhausting all available leave balances. As the Head of Office, the Principal should:
(A) Dismiss the teacher from government service immediately without notice
(B) Process EOL under CCS Rules based on valid medical certificates
(C) Sanction full pay salary drawn directly from

MCQGPT

(A) Ensuring all mental health awareness sessions are conducted strictly during examination hours
(B) Compelling teachers to disclose personal trauma publicly in front of all departmental colleagues
(C) Creating an empathetic environment respecting privacy and encouraging participation
(D) Ranking teachers publicly on notice boards based on their individual stress resilience scores

111. Work-Life Balance (WLB) in educational management refers to:
(A) Spending strictly equal hours on classroom teaching and administrative paperwork every single day
(B) An equilibrium where professional responsibilities and personal life complement each other
(C) Granting complete statutory exemption to teachers from participating in non-instructional activities
(D) Sacrificing personal and family life entirely to meet demanding institutional performance targets

112. Which of the following statutory leave provisions directly supports long-term professional development and work-life balance for government educators?
(A) Casual Leave
(B) Duty Leave for election duty
(C) Commuted Leave on private affairs without medical certificate
(D) Study Leave under CCS (Leave) Rules

113. An effective administrative measure to preserve work-life balance for teaching staff is:
(A) Streamlining documentation and respecting off-duty personal time
(B) Sending official work messages and task requests during late night hours on a regular basis
(C) Assigning additional substitute classes without adjusting overall weekly workload allocations
(D) Conducting lengthy mandatory administrative staff meetings after official school hours every day

114. Which pair correctly matches the administrative initiative with its work-life balance impact?
(A) Continuous Late-Evening Reporting – Enhanced psychological well-being
(B) Excessive Clerical Data Entry – Increased teaching satisfaction
(C) Timetable Optimization – Balanced distribution of teaching periods and break times
(D) Weekend Mandatory Meetings – High staff retention

115. A Vice-Principal is tasked with constructing the school master timetable. To support teacher work-life balance and maintain instructional energy, the Vice-Principal should:
(A) Distribute periods evenly, providing non-contact time for preparation and grading
(B) Assign continuous six teaching periods to a teacher every day without a single break period
(C) Give all non-contact preparation periods to senior staff and maximum consecutive periods to junior staff
(D) Schedule all core academic subject classes exclusively during the final period of the school day

116. What is the correct sequence of steps in auditing and optimizing teacher workload to reduce burnout?
I. Mapping all teaching, administrative, and co-curricular tasks assigned across staff
II. Identifying bottlenecks, duplicated clerical work, and excessive duty imbalances
III. Restructuring duty allocations and leveraging digital tools for data management
IV. Reviewing staff stress feedback and instructional performance post-adjustment
Which of the following represents the correct sequence?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, II, IV

117. Chronic work-life imbalance and unmanaged occupational stress among teachers directly lead to:
(A) Enhanced pedagogical innovation, professional enthusiasm, and deep institutional loyalty
(B) High turnover, emotional exhaustion, health issues, and lower instructional quality
(C) Strictly higher compliance with administrative regulations and institutional

Click Here to Buy book on Flipkart

incentives do not permanently transform an individual's core intrinsic values or personal educational philosophy. Over-relying on extrinsic motivators can temporarily direct behavior toward targets, but long-term professional values and passion stem from deep-seated intrinsic psychological factors rather than external rewards.

24. (A) Operant Conditioning – Utilizing extrinsic reinforcement to shape desired administrative behaviors
B.F. Skinner's Operant Conditioning theory establishes that behavior is shaped and maintained by its environmental consequences, making extrinsic reinforcement a key tool for encouraging desired workplace behaviors. Expectancy theory emphasizes the motivational impact of reward valuations and performance expectancies. Herzberg classifies salary primarily as a hygiene factor, while Maslow places organizational praise at the self-esteem level rather than basic safety.

25. (B) An extrinsic, non-monetary formal reward
Requesting an official written commendation letter to enhance one's professional record represents a search for an extrinsic, non-monetary formal reward. It is extrinsic because the commendation is awarded by external administrative authority, non-monetary because it carries no direct cash pay, and formal because it constitutes an official record placed in professional files to support career progression.

26. (B) Positive reinforcement
Under B.F. Skinner's operant conditioning framework, positive reinforcement involves presenting a favorable or rewarding stimulus immediately following a desired behavior. This administrative action increases the probability that the positive behavior will recur in the future. Providing immediate extrinsic rewards for exceptional employee contributions serves as positive reinforcement, strengthening professional commitment and encouraging high performance across the organization.

27. (A) I, II, III, IV
Administering performance-linked extrinsic rewards requires an ordered administrative workflow. Management must first clearly communicate expected performance standards and criteria to staff. Actual performance is then monitored and objectively evaluated against these benchmarks. Next, promised rewards are delivered promptly upon successful evaluation. Finally, constructive feedback is provided to reinforce the direct relationship between performance standards and organizational outcomes.

MCQGPT

28. (C) Reduction in collaboration and crowding out of intrinsic teaching passion
Excessive reliance on extrinsic rewards creates severe systemic risks in educational institutions. Over-emphasizing external incentives can displace intrinsic teaching passion, making staff focus exclusively on rewarded targets. Furthermore, competitive extrinsic schemes can reduce peer collaboration, encourage information hoarding, and erode trust among colleagues, ultimately harming overall workplace culture and long-term professional commitment across academic departments.

29. (D) Directly and transparently linked to specific performance objectives
Extrinsic rewards achieve maximum motivational efficacy when they are directly, transparently, and predictably linked to clearly established performance standards. Employees must understand the exact behaviors required to earn recognition. Unpredictable distribution, uniform across-the-board allocations regardless of effort, or prolonged administrative delays dilute the perceived line between performance and reward, diminishing the overall effectiveness of extrinsic incentives.

30. (C) Special work of an occasional character undertaken outside regular duties
Under financial rules governing public institutions, an honorarium is a discretionary monetary grant sanctioned to a government servant for performing special, non-recurring work of an occasional character that falls outside their regular official duties. Performing routine instructional responsibilities, attending standard administrative meetings, or maintaining regular attendance records fall within standard job descriptions covered by standard monthly basic salary compensation.

31. (B) Have direct purchasing power and cash value quantifiable in financial terms
Monetary rewards are fundamentally distinguished by their direct cash value,

II. Cultivating a supportive, respectful, and collaborative institutional environment
III. Establishing transparent performance appraisal and recognition systems

Which of the strategies listed above effectively improve teacher retention?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

126. Which pair correctly matches the organizational retention concept with its descriptive focus?
(A) Continuance Commitment – Leaving the job immediately without concern for financial loss
(B) Normative Commitment – Remaining purely because of high monetary bonuses
(C) Affective Commitment – Emotional attachment and identification with the school
(D) Turnover Intention – The desire to stay in the same school permanently

127. What is the logical sequence of stages in an employee's turnover decision process caused by reward dissatisfaction?
I. Perception of reward inequity or lack of professional recognition
II. Decline in job satisfaction and organizational commitment
III. Evaluation of alternative employment opportunities
IV. Final decision to submit resignation or seek administrative transfer

Which of the following represents the correct sequence?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, IV, II

128. Inconsistent, biased, or opaque administration of rewards by school leadership leads to:
(A) Sustained high retention rates and loyalty among top-performing senior educators
(B) Instant structural elimination of all written and verbal staff administrative grievances
(C) Significantly higher professional collaboration across all academic subject departments
(D) Erosion of trust, higher turnover intention, and departure of top teachers

MCQGPT

129. A Principal conducting exit interviews with departing contract teachers finds that most leave due to feeling unappreciated and isolated. To improve retention of remaining staff, the Principal should:
(A) Implement structured onboarding, peer mentorship, and regular appreciation
(B) Ignore the exit interview findings entirely as being administratively irrelevant
(C) Impose severe financial recovery penalties on departing contractual teachers
(D) Bar departing teachers permanently from entering the school premises in future

130. A school located in a remote, difficult-to-access area suffers from high teacher turnover. To enhance retention within public service parameters, the Principal should focus on:
(A) Threatening teachers with unfavorable annual APAR entries whenever they seek administrative transfers
(B) Bypassing state pay commission rules to disburse unauthorized discretionary cash allowances
(C) Improving workplace welfare, providing strong support, and recognizing achievements
(D) Reducing mandatory weekly school operational days down to only two teaching days per week

131. J. Stacey Adams' Equity Theory of motivation is based fundamentally on the concept of:
(A) Cognitive comparison of input-outcome ratios with referent others
(B) Satisfaction of a rigid hierarchical pyramid of human physical needs
(C) External operant conditioning through continuous reinforcement schedules
(D) Fulfillment of three learned needs: Achievement, Power, and Affiliation

132. Consider the following components of Adams' Equity Theory in a school workplace setting:
I. Inputs: Teaching effort, experience, educational qualifications, and time devoted
II. Outcomes: Salary, praise, administrative recognition, and professional status
III. Referent Others: Colleagues in similar roles within or outside the school
IV. Equity Tension: Psychological comfort experienced only when one is severely under-rewarded

Which of the statements given above are correct definitions under Equity Theory?

(D) Direct refusal by teaching staff to follow departmental administrative guidelines

148. Which of the following is NOT a characteristic of a well-designed group incentive scheme in education?
(A) Clear structural alignment with overarching school improvement objectives
(B) Equity and transparency in performance evaluation
(C) Encouragement of collaborative professional learning communities
(D) Exclusion of non-teaching support staff from success celebrations

149. To minimize the "free-rider" effect in a team-based educational project, school management should ensure that:
(A) Team sizes are deliberately made excessively large, complex, and unwieldy
(B) Individual contributions within the team are tracked alongside team outcomes
(C) Group rewards are disbursed routinely without verifying actual project completion
(D) Individual accountability and personal responsibility are completely abolished

150. What is the most appropriate strategy for a Head of School to ensure that group recognition schemes promote equity across all academic and non-academic departments?
(A) Restricting institutional group awards exclusively to the Science and Mathematics departments
(B) Granting group recognition awards only to academic departments headed by senior staff members
(C) Establishing diversified categories recognizing academics, sports, arts, and support services
(D) Rotating group recognition awards alphabetically by department name regardless of contribution

****

Downloaded from www.pdf.tube

(B) Double the teaching and co-curricular workload of those specific teachers who formally complained
(C) Conduct a workload audit, set objective guidelines, and involve department heads in task allocation
(D) Outsource all regular classroom teaching work directly to external private education contractors

141. Group incentive schemes in educational organizations are designed primarily to:
(A) Reward individual teachers in isolation based purely on competitive personal academic results
(B) Eliminate overall departmental annual budget allocations and capital grants entirely
(C) Rank teachers individually from top to bottom on public notice boards every single week
(D) Encourage teamwork, joint effort, and accountability toward shared institutional goals

142. A school-wide group reward scheme that celebrates a department for achieving significant improvement in overall student learning outcomes operates on the principle of:
(A) Individual piece-rate direct performance compensation
(B) Negative reinforcement through formal individual administrative reprimand
(C) Collective recognition and team gain-sharing dynamics
(D) Seniority-based automatic pay scale escalation

143. What is a key advantage of group incentives over individual incentives in a school environment?
(A) They foster intense inter-personal rivalries and information hoarding among teaching staff
(B) They promote collaborative teaching, peer mentoring, and shared resource development
(C) They eliminate the requirement for institutional leadership and supervisory administrative oversight
(D) They guarantee that high performers do all the actual work while other team members relax

144. Which pair correctly matches the group incentive challenge with its descriptive term?
(A) Social Facilitation – Group members intentionally sabotaging team targets
(B) Group Cohesion – Severe internal conflict dividing the team
(C) Team Synergy – Total team output being less than the sum of individual efforts
(D) Free-Rider Effect – An individual group member exerting minimal effort while benefiting from collective group rewards

145. The Principal of a school wants to establish a "Best Subject Department Award" to improve board examination performance. To design an effective group incentive structure that prevents the "free-rider" problem, the Principal should:
(A) Combine department performance targets with verified individual contribution benchmarks
(B) Award the prize based solely on the Department Head's personal subjective choice
(C) Exclude junior contractual teachers from sharing in the department's formal recognition
(D) Keep the target performance metrics completely secret until after the award ceremony

146. What is the correct sequence of stages in implementing a school-level Group Incentive Program?
I. Defining shared team goals aligned with school improvement plans
II. Establishing clear, measurable criteria for evaluating group achievement
III. Monitoring team progress and offering necessary administrative support
IV. Celebrating and disbursing collective recognition/rewards transparently
Which of the following represents the correct sequence?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, IV, II

147. Group incentives lead to positive institutional outcomes when they encourage which type of workplace dynamic?
(A) Mutual support, peer coaching, problem-solving, and shared institutional pride
(B) Unhealthy professional competition and secretiveness between subject teachers
(C) Mass teacher absenteeism during critical student board examination periods

MCQGPT

8. (B) I and III only
A total rewards strategy adopts a holistic approach by combining direct monetary compensation, indirect benefits, work-life programs, recognition, and professional development opportunities. It addresses both tangible financial needs and intangible psychological drivers to engage educators effectively. Concentrating exclusively on direct cash compensation overlooks vital intrinsic factors like autonomy, growth, and appreciation that significantly influence long-term teacher retention and satisfaction.

9. (A) I, III, II, IV
Designing an institutional reward architecture follows a systematic managerial sequence. School leaders first define overarching educational goals and desired staff behaviors. Next, existing practices and available resources are thoroughly assessed to determine feasibility. Clear evaluation metrics and criteria are then established to ensure objective assessment. Finally, the program is implemented with feedback mechanisms to drive continuous refinement.

10. (B) Conduct a needs assessment to identify missing intrinsic motivation factors
When routine benefits fail to drive engagement in voluntary co-curricular responsibilities, administrators must systematically investigate underlying psychological drivers before resorting to punitive measures. Conducting a comprehensive needs assessment identifies missing intrinsic motivators, such as task autonomy, professional recognition, or workload balance. This evidence-based managerial approach enables targeted interventions that foster genuine staff commitment while respecting civil service rules.

11. (A) An individual's internal experience of task meaningfulness and competence
Intrinsic rewards are self-administered psychological outcomes generated internally through an individual's personal engagement with their work. They stem directly from feelings of competence, personal growth, autonomy, and task meaningfulness experienced while performing educational responsibilities. External administrative mandates, time-bound financial pay scale increments, and formal departmental promotion orders represent extrinsic motivators administered by external organizational authorities rather than intrinsic psychological state factors.

12. (C) Experiencing deep fulfillment from observing student academic growth
An intrinsic reward is an internal psychological state of satisfaction derived directly from carrying out a meaningful task. Experiencing personal fulfillment upon witnessing student learning progress represents a pure intrinsic reward. Annual pay increments, formal departmental commendation letters, and assigned parking spaces represent extrinsic rewards because they are external incentives controlled and distributed by institutional leadership or administrative rules.

13. (D) Autonomy, Competence, and Relatedness
Self-Determination Theory posits that human motivation and psychological well-being rely on fulfilling three inherent psychological needs: autonomy, competence, and relatedness. Autonomy involves experiencing self-governance in professional tasks, competence reflects mastering skills to achieve success, and relatedness pertains to building meaningful interpersonal connections. Satisfying these three fundamental needs nurtures self-determined intrinsic motivation and sustained job engagement in educational environments.

14. (C) Enhancing the perception that work meaningfully impacts students' lives
Task significance reflects the degree to which an employee's job substantially influences the lives, well-being, or performance of other individuals. High task significance in teaching reinforces the belief that daily instructional efforts make a profound, positive difference in student development. This enhanced perception of purpose directly elevates intrinsic motivation and psychological satisfaction derived from performing core educational duties.

15. (B) I, II and IV only
Intrinsic rewards are self-administered psychological experiences stemming from task accomplishment, pedagogical autonomy, and personal mastery. They foster deep, self-sustaining commitment that endures longer than temporary cash bonuses. However, high financial compensation cannot entirely replace or eliminate intrinsic needs like personal fulfillment and professional purpose, as human

Click Here to Buy book on Amazon

ANSWERS

1. (A) An integrated mechanism of formal and informal benefits aimed at attracting, retaining, and motivating staff
An organizational reward system in an educational institution functions as an integrated framework encompassing both formal compensation and informal recognition mechanisms. It is designed strategically to attract qualified teaching talent, retain experienced staff, and continuously motivate personnel toward organizational excellence. By addressing financial and non-financial needs, it aligns individual staff contributions with overarching institutional goals.

2. (C) Standard annual leave entitlement and health insurance benefits
System-wide rewards are standardized benefits provided uniformly to all employees across an organization by virtue of their employment status and institutional membership. Standard annual leave entitlements and group health insurance benefits apply universally to all eligible personnel. In contrast, performance honorariums, special awards, and personalized appreciation letters represent individual rewards target-linked to specific employee efforts.

3. (A) Aligning teacher behaviors with institutional goals and standards
A transparent reward architecture establishes clear connections between staff effort, institutional standards, and organizational outcomes. By explicitly defining expectations and consistently acknowledging desired educational practices, administrators guide individual teacher behaviors toward shared objectives. This alignment enhances instructional quality, reinforces institutional values, and promotes continuous professional commitment across the academic community without relying solely on punitive administrative oversight.

4. (D) Base pay, professional allowance, and cash bonuses
Direct financial rewards consist of immediate monetary payments disbursed directly to employees as compensation for their labor and professional services. Base salary, specialized professional allowances, and performance-based cash bonuses represent direct financial pay components. Conversely, subsidized housing, health programs, and paid study leave represent indirect financial benefits or non-monetary welfare measures provided to enhance overall employment conditions.

5. (A) Both A and R are true and R is the correct explanation of A
Rewards and incentives represent distinct administrative tools characterized by opposing temporal directions and motivational mechanisms. Incentives serve as forward-looking promises intended to motivate future specific efforts and achievement. Rewards function retrospectively, delivering compensation or recognition after performance has been completed and evaluated. Thus, the temporal difference explains why incentives and rewards are conceptually distinct mechanisms in organizational management.

6. (C) Strict alignment with rule-bound performance parameters and equitable criteria
Effective reward frameworks in public educational management require objective, rule-bound criteria to ensure procedural fairness, transparency, and administrative equity across the cadre. Clear performance parameters eliminate subjective leadership bias and foster trust among teaching staff. Dependent discretionary practices, hidden award criteria, or arbitrary distributions undermine staff morale and contradict established principles of public sector human resource governance.

7. (D) Non-Monetary Reward – Praise, recognition, and enhanced professional status
Non-monetary rewards comprise non-financial forms of appreciation that satisfy psychological needs for esteem and professional standing, such as public praise, commendation letters, and elevated institutional status. Intrinsic rewards stem from internal satisfaction, whereas extrinsic rewards come from external sources. Monthly basic pay constitutes a direct financial compensation element rather than an indirect financial reward or non-monetary benefit.

MCQGPT

(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

133. According to Adams' Equity Theory, when a teacher perceives an under-reward inequity (their input-outcome ratio is lower than a colleague's), the teacher is likely to restore equity by:
(A) Increasing their direct work effort and staying longer hours voluntarily
(B) Reducing effort, requesting higher outcomes, or distorting inputs
(C) Refusing all future regular statutory salary pay scale increments
(D) Expressing complete operational satisfaction with school administration

134. Which pair correctly matches the Equity Theory state with its psychological response?
(A) Perceived Equity – State of high psychological tension and conflict
(B) Perceived Over-reward – Immediate resignation from service
(C) Perceived Under-reward – State of distress, resentment, and urge to lower inputs
(D) Referent Comparison – Complete ignorance of peer rewards

135. A Principal assigns heavy co-curricular event duties to Teacher A while Teacher B (with identical designation and pay) gets zero extra duties. Both receive identical formal appraisals. According to Equity Theory, Teacher A will perceive:
(A) A state of positive over-reward distributive equity
(B) A state of ideal organizational distributive justice
(C) High intrinsic satisfaction and task meaningfulness
(D) Under-reward inequity causing demotivation and resentment

136. Which of the following statements regarding Adams' Equity Theory is INCORRECT?
(A) Over-reward inequity never creates any psychological discomfort or cognitive adjustment.
(B) Individuals evaluate fairness by comparing their ratio of inputs to outcomes against referent others.
(C) Inequity tension serves as a motivational force driving individuals to restore balance.
(D) Perceived fairness depends on subjective perceptions rather than absolute financial figures alone.

137. In organizational justice framework related to Equity Theory, "Procedural Justice" refers to:
(A) The perceived fairness of the actual final monetary allocation amount of rewards
(B) The perceived fairness of processes used to decide reward allocations
(C) The interpersonal tone, dignity, and courtesy shown during performance evaluation
(D) The statutory legal authority and jurisdiction of civil service administrative courts

138. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: School Principals must maintain complete transparency and clear criteria regarding how administrative recognition and special duties are assigned.
Reason R: Transparent administrative procedures enhance procedural justice, thereby mitigating perceptions of unfair input-outcome inequity among staff.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

139. How does high procedural justice compensate for limited distributive outcomes (e.g., restricted monetary rewards) in public school management?
(A) Staff accept limited rewards if they perceive the selection process as fair and transparent
(B) It completely eliminates the statutory administrative requirement to pay regular basic salaries to teachers
(C) It forces teachers to withdraw from trade union membership
(D) It automatically doubles the annual budget allocation from treasury

140. To address severe perceived inequity in duty distribution among subject departments, a Principal should:
(A) Deny that any administrative inequity exists and forcefully silence all verbal staff complaints

Downloaded from www.pdf.tube

psychological needs operate beyond purely financial or extrinsic pay structures.

16. (D) Micro-managing daily lesson delivery through rigid, standardized scripts
Micro-managing instructional delivery through rigid scripts restricts professional autonomy and undermines a teacher's sense of competence, suppressing intrinsic motivation. Conversely, supporting pedagogical innovation, granting instructional material choices, and encouraging collaborative peer learning communities empower educators. These supportive practices satisfy core psychological needs for autonomy and competence, thereby enhancing intrinsic reward perceptions and professional commitment within schools.

17. (A) The Overjustification Effect
The Overjustification Effect occurs when introducing external tangible rewards for an activity that an individual previously enjoyed purely for its own sake decreases intrinsic motivation. When extrinsic incentives dominate, individuals attribute their participation to external rewards rather than internal passion. Consequently, once the external reward is discontinued or perceived as controlling, original intrinsic interest and voluntary task engagement significantly diminish.

18. (A) Both A and R are true and R is the correct explanation of A
Building a sustainable school improvement culture requires school leadership to prioritize intrinsic rewards alongside standard administrative benefits. Intrinsic rewards nurture conceptual creativity, voluntary discretionary effort, and professional resilience among educators by addressing higher-order psychological needs. Because these intrinsic psychological factors directly drive sustained pedagogical innovation, the explanation correctly justifies the necessity of embedding intrinsic reward design into institutional leadership strategies.

19. (A) Assign the teacher to lead digital aid workshops while mentoring classroom management
Leveraging a teacher's distinct strengths in digital learning materials elevates their sense of competence and intrinsic motivation. Inviting the teacher to lead peer workshops validates their expertise, while simultaneously pairing them with a mentor directly addresses classroom management development. This supportive strategy builds professional self-efficacy, avoids public demotivation, and aligns individual talents with collaborative institutional growth.

20. (D) Adding vertical depth to the job through increased autonomy and planning authority
Job enrichment enhances intrinsic motivation by expanding job depth, giving employees greater responsibility, autonomy, decision-making authority, and control over task planning and execution. In teaching, this involves empowering educators to design curricula or lead instructional initiatives. In contrast, merely increasing routine clerical duties or laterally rotating unrelated tasks represents job enlargement or administrative reallocation without adding meaningful intrinsic value.

21. (B) Tangible or intangible benefits administered by external management
Extrinsic rewards encompass both tangible benefits, like financial compensation, and intangible outcomes, such as formal recognition, that are controlled and administered by external organizational authorities. They are distributed based on external performance criteria and organizational administrative policies. Unlike intrinsic rewards, extrinsic rewards do not originate internally from task execution but serve as external reinforcers to motivate desired employee behaviors.

22. (C) Public recognition during the annual school function
Non-monetary extrinsic rewards are external forms of appreciation that convey social value and professional recognition without involving direct cash disbursements or financial adjustments. Publicly honoring a teacher at an annual school function serves as an extrinsic non-monetary reward. Performance bonuses, leave encashments, and annual pay scale increments represent monetary financial rewards governed by service rules and institutional budgets.

23. (D) They permanently transform a teacher's underlying intrinsic value system regarding education.
Extrinsic rewards effectively shape short-term behavior, incentivize specific operational outcomes, and reinforce standardized administrative compliance. However, external

MCQGPT

governance
(D) Automatic and immediate improvement in overall student classroom discipline and behavior

118. Which of the following is NOT a recommended strategy for a Principal aiming to promote work-life balance?
(A) Setting realistic deadlines for administrative report submissions
(B) Encouraging teachers to take entitled leaves when genuinely needed
(C) Routinely calling staff meetings past official working hours on weekends
(D) Utilizing digital school management systems to reduce manual clerical entries

119. A Principal notices that teachers spend up to two hours daily manually filling duplicate attendance and mark registers. To improve work-life harmony and free up time for instructional preparation, the Principal should:
(A) Demand that duplicate attendance registers be filled manually during midnight hours at home
(B) Cancel student daily attendance and academic assessment recording entirely across all classes
(C) Impose disciplinary penalties on teachers who lodge formal complaints about duplicate paperwork
(D) Digitally integrate attendance and assessment into a single portal per guidelines

120. Institutional culture that respects work-life balance logically results in which organizational outcome?
(A) Lower teacher attrition, higher commitment, and improved classroom climate
(B) A significant and measurable decline in overall institutional academic results
(C) Total and irreversible loss of administrative control by the Head of School
(D) A dramatic increase in the number of formal teacher disciplinary proceedings

121. In organizational behavior, employee retention in schools is defined as:
(A) The administrative policy of preventing teachers from resigning under any statutory service circumstances
(B) Strategic efforts and rewards encouraging competent staff to remain long-term
(C) Automatic statutory extension of teaching service beyond the prescribed superannuation retirement age
(D) Mandatory legal bonding requiring teachers to serve for twenty continuous years upon appointment

122. Empirical research indicates that the primary non-monetary driver of teacher turnover and attrition in public schools is:
(A) Poor administrative support, unsupportive leadership, and negative climate
(B) Excessive over-allocation of professional development funds and travel grants
(C) Strict and uncompromising enforcement of daily student classroom attendance rules
(D) High institutional availability of physical teaching-learning instructional resources

123. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Total reward systems that blend fair financial compensation with high professional recognition significantly enhance teacher retention rates.
Reason R: Teachers who feel valued, supported, and fairly rewarded develop strong affective commitment to the institution, reducing turnover intention.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

124. Which type of reward is most effective in sustaining long-term organizational commitment and retention among experienced teachers?
(A) Short-term, sporadic cash bonuses distributed based purely on subjective administrative discretion
(B) Frequent threats of administrative transfer
(C) High intrinsic rewards combined with equitable non-monetary recognition
(D) Strict isolation of teachers from institutional decision-making

125. Consider the following retention strategies for educational administrators:
I. Providing clear avenues for career growth and continuous professional development

Click Here to Buy book on Flipkart

purchasing power, and financial quantifiability within payroll frameworks. They involve direct financial disbursements or allowances like basic pay, bonuses, and honorariums. In contrast, non-monetary rewards focus on satisfying psychological needs for esteem and belonging, carry no direct cash equivalents, and are managed through recognition initiatives rather than financial accounts.

32. (A) Both A and R are true and R is the correct explanation of A
Non-monetary recognition programs often generate deep emotional engagement and organizational loyalty among senior educators compared to minor financial bonuses. This occurs because non-monetary awards address higher-order psychological needs, including self-esteem, professional status, and institutional belonging. Because satisfying these elevated psychological needs directly fosters affective attachment, the reasoning accurately explains why non-monetary recognition drives strong emotional commitment.

33. (A) Granting duty adjustments for event co-ordinators within rules
School Principals possess specific administrative authority to grant operational non-monetary adjustments, such as modifying daily timetables or granting temporary duty adjustments within established guidelines for staff managing major institutional events. Sanctioning pay scale upgrades like MACP, altering basic pay scales, or disbursing unvouched cash reimbursements exceed a Principal's administrative powers and are strictly governed by statutory financial regulations.

34. (C) Letter of appreciation recorded in the official service book
An official letter of appreciation recorded in a service book is a non-monetary formal recognition mechanism that enhances professional standing without providing direct financial compensation. In contrast, performance bonuses, special responsibility allowances, and official honorariums for evaluation duties involve direct financial payments or monetary allowances, placing them firmly within the category of monetary compensation schemes.

35. (A) I and II only
Displaying staff achievements on bulletin boards and highlighting accomplishments in annual school reports serve as valid non-monetary recognition mechanisms available to school leadership. These tools enhance professional visibility and boost morale without financial expenditure. However, granting advance pay scale increments directly exceeds a Principal's administrative authority, as pay scale modifications require formal statutory sanction from competent government financial authorities.

36. (D) Dearness Allowance adjustment – Non-monetary Reward
A Dearness Allowance adjustment is a statutory monetary compensation mechanism designed to adjust salary levels for inflation, making its classification as a non-monetary reward incorrect. Innovation cash awards represent monetary rewards, while commendation certificates and nominations for specialized exposure visits constitute valid non-monetary recognition instruments that enhance professional competence, prestige, and workplace motivation within educational management structures.

37. (B) They provide high psychological value at minimal financial expenditure for the school
A major advantage of non-monetary rewards is their ability to deliver significant psychological value, public recognition, and professional motivation without imposing heavy financial burdens on institutional budgets. Non-monetary measures do not replace mandatory statutory salaries, resolve service seniority disputes, or require legislative changes, but they offer cost-effective strategies for administrators seeking to elevate staff morale and retention.

38. (C) Reinforcing desirable behaviors and boosting peer motivation
Publicly acknowledging an educator's exceptional contributions during a general staff council meeting serves as an effective positive reinforcement mechanism. This administrative action validates individual professional dedication while publicly demonstrating organizational values to colleagues. Consequently, it reinforces desirable pedagogical practices, elevates job satisfaction, and motivates peer teachers to align their performance with high institutional standards across departments.

39. (A) I, II, III, IV
Introducing a peer recognition program requires a structured process. School leaders must first

Downloaded from www.pdf.tube

establish transparent criteria and guidelines through staff consensus. Next, monthly peer nominations are collected from subject departments. A representative committee then objectively evaluates these submissions against established standards. Finally, appreciation certificates are formally presented during school assemblies to publicly honor exemplary educational contributions.

40. (A) Issuing appreciation letters and publicly honoring them at the annual event
When budgetary constraints prevent monetary rewards, school leaders should utilize formal non-monetary recognition to honor exceptional academic results. Issuing administrative letters of appreciation and publicly commending achievements at annual school events fulfills esteem needs and maintains high morale. Ignoring success, bypassing promotion rules, or canceling examinations compromises administrative integrity and harms institutional culture, whereas non-monetary honors offer an appropriate, compliant alternative.

41. (B) Statutory service rules, CCS rules, and Pay Commission recommendations
Financial rewards, pay structures, and career advancement mechanisms in public educational institutions are strictly governed by statutory service rules, Central Civil Services rules, and Pay Commission recommendations. These formal frameworks ensure fiscal accountability, standardized grading, and legal compliance across public administration. Individual school management committees, teacher associations, or staff clubs lack statutory authority to alter established public service compensation rules.

42. (B) I, III and IV only
The Modified Assured Career Progression Scheme provides financial upgradation to higher grade pay after 10, 20, and 30 years of continuous service to alleviate career stagnation. It requires meeting performance benchmarks in annual performance appraisal reports. MACPS does not confer functional promotion or change official post designations, operating strictly as a financial safety net rather than a functional advancement in hierarchy.

43. (A) The Competent Authority in the Directorate of Education
Under statutory service provisions, the power to grant official state-level recognition or sanction administrative awards to school teachers rests exclusively with the Competent Authority within the Directorate of Education. Local school management committees, heads of school, and staff club treasurers lack legal jurisdiction to confer formal state awards or grant statutory service-linked commendations beyond their administrative powers.

44. (C) Gifts or rewards exceeding prescribed limits require prior Government sanction
Central Civil Services Conduct Rules regulate the acceptance of gifts, monetary awards, and honorariums by public servants to prevent conflicts of interest. Government school teachers must obtain prior official sanction before accepting gifts or monetary awards that exceed prescribed monetary limits. Unrestricted acceptance of private payments, unrecorded cash gifts, or unapproved foreign honorariums constitutes a violation of statutory conduct regulations.

45. (D) Direct Bank Transfer or official treasury channels following financial sanction
In government schools, cash awards sanctioned under official department schemes must be disbursed through Direct Bank Transfer or standard government treasury channels following formal financial sanction. Disbursing awards through discretionary student activity funds, personal accounts of administrators, or informal parent-teacher association cash collections violates established financial rules, government auditing mandates, and fiscal transparency standards.

46. (C) Special Honorarium – Unrestricted cash payment decided verbally by the Principal
Honorariums in public service are strictly regulated financial payments requiring formal written sanction from competent financial authorities under statutory rules, making verbal, unrestricted cash grants by a Principal illegal. MACPS provides financial upgradation without functional post changes, annual increments offer statutory pay scale progression, and State Teacher Awards deliver formal public recognition for exceptional educational service.

MCQGPT

47. (A) Both A and R are true and R is the correct explanation of A
Financial reward distribution in public educational management must strictly follow statutory service and financial rules rather than personal managerial discretion. Adhering to statutory rules ensures fiscal accountability, transparency, and equity across public cadres, preventing corruption or favoritism. Because enforcing standardized fiscal regulations directly guarantees transparency and equal treatment, the reasoning correctly explains the necessity of statutory compliance.

48. (D) An administrative Letter of Appreciation placed in their personal file
School Principals have the administrative jurisdiction to issue formal Letters of Appreciation to recognize staff for outstanding contributions, placing a copy in their personal files. Principals cannot unilaterally alter basic pay scales, grant out-of-turn administrative promotions, or exempt employees from mandatory biometric attendance requirements, as those actions exceed managerial powers and violate service regulations.

49. (A) Explicit sanction under Delegation of Financial Powers Rules
Granting Special Pay or administrative allowances to government employees for performing exceptionally arduous duties requires explicit financial sanction from competent authorities under the Delegation of Financial Powers Rules. Informal staff meeting approvals, student council votes, or municipal recommendations carry no legal or financial authority to authorize public treasury disbursements or alter employee compensation structures.

50. (C) Creating a transparent evaluation process mapped to objective APAR criteria
Best managerial practice aligns internal school recognition schemes with official service rules by establishing transparent, objective evaluation processes mapped directly to standard Performance Appraisal Report criteria. Basing recognition on objective metrics prevents perceived favoritism, maintains institutional trust, and ensures compliance with public service governance, whereas relying on personal rapport, age-based preference, or secrecy damages organizational credibility.

51. (A) Regular teaching staff with minimum service and verified student learning contributions
Eligibility for the National Awards to Teachers requires candidates to be regular teaching staff with a minimum prescribed period of active service and verifiable contributions to student learning and educational development. The scheme focuses on merit, innovative pedagogy, and demonstrated teaching outcomes across recognized schools, rather than requiring private school exclusivity, political nominations, or mandatory doctoral qualifications.

52. (D) The Deputy Director of Education (DDE) of the district
In the selection framework for State Teacher Awards, initial application screening and evaluation at the district level are conducted by a formal District Selection Committee chaired by the Deputy Director of Education of the district. This administrative arrangement ensures standardized evaluation under departmental oversight, rather than delegating official selection authority to private school principals or municipal office superintendents.

53. (B) Innovative pedagogy, teaching-learning material development, and academic results
Evaluating candidates for State and National Teacher Recognition Awards heavily emphasizes innovative teaching methodologies, development of effective teaching-learning materials, measurable academic achievements, and contributions to student holistic development. Non-instructional criteria, such as classroom floor area, accumulated non-duty leaves, or history of administrative petitions, play no role in assessing professional excellence for national recognition.

54. (C) Selection is based purely on seniority without evaluating performance outcomes.
National and State Teacher Recognition Awards are merit-based honors evaluated through rigorous multi-tier screening, making the claim that selection depends purely on service seniority incorrect. Candidates submit applications through digital award portals, and committees evaluate submissions based on pedagogical innovation, academic performance results, co-curricular engagement, and community outreach rather than length of service alone.

Click Here to Buy book on Amazon

staff with extra classes, excluding them from staff clubs, or burdening them with after-hours security duty hinders retention and professional development.

89. (B) Addressing socio-emotional and personal well-being needs beyond rigid statutes
Voluntary welfare measures complement statutory benefits by addressing teachers' broader socio-emotional, recreational, and personal well-being needs that extend beyond rigid legal statutes. While statutory rules mandate essential safety and leave rights, voluntary programs foster community spirit and job satisfaction. They do not override statutory laws, misappropriate government treasury funds, or dilute required professional recruitment qualifications.

90. (B) Academic instruction hours and student instructional days are strictly safeguarded
When organizing non-statutory staff welfare events, school leadership must ensure that regular academic instruction schedules and student learning hours are fully protected. Social gatherings should be scheduled during non-instructional hours or official breaks. Misusing public treasury funds, leaving students unattended, or forcing attendance under threat of service termination violates administrative norms and ethical governance standards.

91. (A) A basic statutory workplace welfare requirement
Maintaining fully equipped first-aid kits and designated emergency response protocols on school campuses is a mandatory workplace health and safety requirement under educational directorate norms and statutory safety regulations. Providing basic emergency medical support within institutional premises protects student and staff safety, representing an essential intra-mural health requirement rather than an optional luxury or administrative privilege.

92. (C) Adequate seating, proper ventilation, clean water, and separate staff sanitation
Mandatory standards for school staffrooms mandate basic physical welfare infrastructure, including adequate seating, proper ventilation, potable drinking water, and clean, separate sanitation facilities for male and female staff. These essential amenities prevent physical fatigue and maintain dignity. Providing luxury private offices, five-star catering, or classroom entertainment systems are not required standards in public school administration.

93. (A) Both A and R are true and R is the correct explanation of A
Ergonomic and well-maintained staffroom facilities directly reduce physical fatigue and professional burnout among teaching staff. The quality of the physical working environment profoundly impacts psychological comfort, mental focus, and overall job satisfaction. Because improving physical environmental conditions directly alleviates fatigue and enhances satisfaction, the reasoning accurately explains why well-maintained staffrooms mitigate teacher burnout.

MCQGPT

94. (C) Staffroom facilities are optional amenities that can be converted into storage dumps.
Staffroom facilities are fundamental intra-mural welfare provisions necessary for teacher well-being, making the assertion that they are optional spaces suitable for conversion into storage dumps completely incorrect. Providing separate sanitation facilities, testing drinking water purity, and displaying clear emergency medical protocols represent essential administrative standards required to maintain a safe, functional, and dignified workplace environment.

95. (D) I, II and III
Safe drinking water points, hygienic rest areas, clean staffroom facilities, and emergency first-aid kits constitute core intra-mural physical welfare components required in all government schools. Providing these basic facilities safeguards physical health, reduces daily workplace fatigue, and fosters a supportive work environment that enables teachers to fulfill their instructional duties effectively and comfortably.

96. (D) Physical welfare facilities and health promotion initiatives
Organizing annual preventive health check-up camps within school premises combines physical welfare facilities with institutional health promotion initiatives. These preventive health activities monitor staff well-being, catch medical issues early, and foster wellness across the workplace. They operate as supportive employee welfare services rather than tools for administrative surveillance, financial penalties, or student academic evaluation.

63. (B) To improve efficiency, boost employee morale, and reduce occupational burnout
The primary objective of establishing comprehensive employee welfare measures is to enhance operational efficiency, elevate staff morale, and mitigate occupational stress and burnout among educators. Supporting physical and emotional health creates a positive work environment, driving institutional effectiveness. Welfare schemes do not eliminate administrative duties, replace teaching qualifications, or serve to bypass statutory working hour regulations.

64. (D) Are mandated by legal statutes that employer institutions must comply with
Statutory welfare measures are compulsory amenities mandated by statutory laws and government regulations that employer institutions must strictly implement. Employers are legally obligated to provide these provisions, such as safety standards and maternity benefits. Unlike voluntary welfare initiatives driven by institutional goodwill or mutual union funds, statutory provisions carry legal enforceability and apply uniformly across public organizations.

65. (D) I, II and III
Core intra-mural workplace welfare facilities consist of physical amenities provided directly within institutional premises to ensure a safe, comfortable working environment. Hygienic sanitation facilities, ergonomic seating, proper ventilation, lighting, safe drinking water, and clean break areas represent essential intra-mural provisions. These basic workplace amenities safeguard health, reduce daily physical fatigue, and support professional well-being during school hours.

66. (C) Statutory Welfare – Optional recreational club trips organized by staff
Optional recreational trips organized independently by staff represent voluntary non-statutory welfare initiatives, making their classification as statutory welfare incorrect. Intra-mural welfare covers on-site amenities like restrooms and first-aid kits, extra-mural welfare includes housing and transport support, and mutual welfare involves self-managed benefit funds established through employee contributions to support colleagues in need.

67. (A) Staffroom ventilation and lighting
Extra-mural welfare activities extend beyond the immediate physical workplace to support employees' broader living conditions and personal well-being. Group housing schemes, departmental holiday homes, and educational allowances for children represent extra-mural welfare. Conversely, staffroom ventilation and lighting are physical workplace conditions provided directly within campus premises, classifying them firmly as intra-mural welfare facilities.

68. (D) Fostering psychological safety and institutional care, prompting extra effort
Providing comprehensive employee welfare facilities demonstrates institutional support and care for staff well-being, fostering psychological safety among teachers. When educators feel valued and supported by leadership, they exhibit higher Organizational Citizenship Behavior, voluntarily exerting extra effort to support students and colleagues. Welfare initiatives improve job commitment rather than increasing administrative penalties or reducing student academic outcomes.

69. (A) I, II, III, IV
Establishing an effective institutional staff welfare framework requires a systematic administrative approach. Management first assesses staff welfare needs through surveys and consultations. Next, statutory requirements and available budget allocations are identified. Specific welfare amenities are then designed and implemented to address identified priorities. Finally, utility is reviewed periodically using staff feedback to drive continuous improvement.

70. (C) Establish wellness spaces, streamline clerical duties, and offer stress management
When teachers experience heightened occupational stress during peak academic periods, leadership should implement supportive welfare measures. Creating dedicated wellness spaces, streamlining unnecessary clerical tasks, and providing stress management support effectively mitigate burnout while preserving instructional quality. Arbitrarily rejecting leave requests, initiating formal disciplinary actions, or increasing daily workloads deepens workplace stress and damages institutional morale.

Downloaded from www.pdf.tube

55. (D) Evaluate both candidates objectively against departmental weighted rubrics
When choosing between candidates with distinct strengths for competitive award nominations, school leadership must evaluate applicants against departmental weighted rubrics. Applying standardized criteria across inclusive teaching practices and academic results ensures objective selection. Rejecting applications, defaulting to single metrics arbitrarily, or making random choices compromises procedural fairness, damages teacher trust, and violates administrative best practices.

56. (A) I, II, III, IV
Selection for National Awards to Teachers follows a sequential multi-tier workflow. Eligible teachers first submit self-nominations through the national online portal. The District Selection Committee screens and scores applications at the initial stage. Shortlisted candidates are then evaluated and recommended by the State Selection Committee. Finally, an independent National Jury conducts final evaluations to select awardees.

57. (B) Ministry of Education, Government of India
The National Awards to Teachers scheme is organized and conferred directly by the Ministry of Education, Government of India, to honor outstanding educators across the country. State Teacher Awards are managed by State Education Directorates rather than District Magistrate offices, while civil service commissions and local parent bodies do not serve as organizing authorities for official national recognition schemes.

58. (B) Form a representative screening committee and publish evaluation criteria in advance
Ensuring transparency and equity in teacher award recommendations requires establishing a representative screening committee and publishing clear evaluation criteria prior to selection. Transparent procedures prevent perceptions of favoritism, foster trust, and align nominations with institutional standards. Relying on confidential personal choices, automatic age rotations, or external political endorsements undermines administrative integrity and damages staff morale.

MCQGPT

59. (A) Deterioration of school climate, staff cynicism, and lower voluntary effort
Perceived bias, favoritism, or lack of transparency in nominating teachers for state awards severely damages organizational health. It fosters cynicism, erodes trust in leadership, and lowers voluntary discretionary effort among staff. Unfair award practices disrupt workplace climate and demoralize dedicated educators, rather than improving institutional trust, increasing student enrollments, or enhancing physical campus infrastructure.

60. (C) Complements departmental rules and uses transparent, objective performance metrics
Internal school recognition schemes must complement existing departmental regulations and utilize transparent, objective metrics to evaluate teaching excellence. Designing awards aligned with institutional standards ensures procedural equity and staff trust. Diverting student fee collections, ignoring official APAR rules, or arbitrarily excluding non-permanent instructional staff violates financial regulations and damages workplace cohesion across the school.

61. (D) Comprehensive measures securing staff physical, social, mental, and financial well-being
Employee welfare in educational administration encompasses comprehensive measures and services provided to safeguard and enhance staff physical, social, mental, and financial well-being. By supporting comfortable working conditions and personal development, welfare initiatives improve quality of life for educators. Welfare extends far beyond basic salary disbursal, disciplinary enforcement, or student coaching programs, serving as an essential managerial strategy.

62. (A) Both A and R are true and R is the correct explanation of A
Employee welfare facilities are categorized by location and scope. Intra-mural welfare measures are provided within school premises, whereas extra-mural measures extend beyond the immediate work environment. Clean drinking water and staffrooms represent intra-mural amenities, while subsidized housing and community recreational facilities illustrate extra-mural measures. Because these examples accurately define both categories, the reasoning correctly explains the assertion.

including CGHS medical reimbursement claims. When administrative delays occur due to documentation queries, the Principal should facilitate prompt resolution of paperwork and forward the complete file for competent financial sanction. Rejecting valid claims, penalizing administrative staff arbitrarily, or advising unnecessary litigation violates proper administrative leadership standards.

81. (A) Voluntary services provided by management or staff funds to enhance quality of life
Non-statutory welfare measures are voluntary services and amenities established by institutional management or funded through staff contributions to enhance employees' personal quality of life and workplace satisfaction. Unlike statutory benefits mandated by law, non-statutory initiatives operate beyond legal minimums, focusing on social, recreational, and emotional support to foster a positive, cohesive institutional culture.

82. (C) Voluntary monthly contributions from staff members and club funds
Teachers' Staff Clubs and associated informal social activities in government schools are primarily funded through voluntary monthly subscription contributions from staff members and internal club revenue. Government state budgets, direct Consolidated Fund grants, and political donations do not finance staff recreational clubs, ensuring these social bodies operate autonomously through democratic employee participation and internal self-governance.

83. (A) Fostering collegiality, reducing stress, and boosting staff morale
Non-statutory welfare initiatives, such as health camps, wellness workshops, and staff retreats, primary benefit institutions by strengthening interpersonal collegiality, reducing professional stress, and elevating overall staff morale. These voluntary activities build mutual trust and workplace cohesion. They do not alter statutory working hours, replace performance appraisals, or grant legal exemptions from official evaluation duties.

84. (D) CGHS Medical Coverage – Non-statutory Welfare
Central Government Health Scheme medical coverage is a statutory welfare benefit governed by formal civil service medical attendance rules, making its classification as non-statutory welfare incorrect. Staff club recreation represents non-statutory welfare, maternity leave is a statutory requirement, and festival advances serve as voluntary non-statutory financial welfare facilities offered to eligible employees.

85. (B) Encourage the Staff Club to organize team-building, cultural, and wellness events
To resolve inter-departmental friction and rebuild professional trust, school leadership should leverage non-statutory welfare mechanisms like staff club activities, team-building gatherings, and shared wellness events. Informal social interactions promote mutual understanding and collaboration without creating workplace anxiety. Issuing formal reprimands, withholding statutory salary increments, or arbitrarily reassigning teaching subjects exacerbates tension and degrades institutional climate.

86. (A) I, II, III, IV
Establishing a functional Staff Welfare Fund follows a structured democratic process. Members first draft a constitution and bylaws by staff consensus. Next, representative office bearers are elected to manage operations. A designated bank account is then opened, operated jointly by elected officers. Finally, periodic financial audits are conducted and transparent expenditure reports are shared with all members.

87. (D) Provision of Child Care Leave under CCS (Leave) Rules
Provision of Child Care Leave is a formal statutory entitlement governed by the Central Civil Services Leave Rules, placing it outside the scope of non-statutory welfare. Voluntary stress relief workshops, employee-managed bereavement aid funds, and annual staff sports events are non-statutory initiatives created through voluntary effort and internal staff contributions to enhance workplace well-being.

88. (A) Setting up a peer-mentorship system to aid social and professional integration
School Principals can effectively support new educators through non-statutory welfare by establishing structured peer-mentorship systems. Pairing new entrants with experienced mentors facilitates smooth social and professional integration, reduces onboarding anxiety, and enhances teaching efficacy. Overloading new

Click Here to Buy book on Flipkart

71. (C) 180 days
Under the Central Civil Services Leave Rules, eligible female government employees are entitled to Maternity Leave for a maximum duration of 180 days for up to two surviving children. During this period, the employee receives full leave salary equal to the pay drawn immediately prior to taking leave, supporting health and newborn care within public service regulations.

72. (B) I, II and III only
Regular government school teachers are entitled to statutory medical coverage under CGHS or CS(MA) rules, insurance coverage through CGEGIS, and up to 730 days of Child Care Leave during total service for eligible female staff. However, casual leave is strictly capped at designated annual limits, making the assertion of uncapped, unrestricted 60-day casual leave inaccurate under CCS rules.

73. (B) 15 days
Under Central Civil Services Leave Rules, a male government employee with less than two surviving children may be granted Paternity Leave for a duration of 15 days during his wife's confinement. This statutory leave can be combined with other regular leave types and ensures full pay, supporting family well-being during childbirth without loss of service benefits.

74. (B) It can be claimed as an absolute right without prior administrative sanction.
Under CCS Leave Rules, Child Care Leave cannot be claimed as an absolute right, and employees must obtain prior administrative sanction before proceeding on leave. CCL is available to female employees for rearing up to two eldest surviving children under 18 years, paid at 100% salary for the first 365 days, but sanctioning authorities retain power to manage leave timing.

75. (C) 300 days
Under Central Civil Services Leave Rules, the maximum limit of Earned Leave that a government employee can accumulate and encash at the time of retirement or superannuation is 300 days. This statutory encashment benefit provides financial security upon retirement, compensating employees for unutilized earned leave accrued through continuous service across their professional career.

76. (C) Maternity Leave – 180 days maximum for up to two surviving children
Under CCS Leave Rules, Maternity Leave is correctly specified as a statutory provision granting up to 180 days for eligible female employees with up to two surviving children. Paternity leave is capped at 15 days, casual leave for vacation staff is restricted to specified minor limits, and earned leave encashment is ceiling-limited to 300 days rather than thousand days.

77. (D) Statutory liability, administrative action, and prosecution under safety laws
School Principals as heads of office must comply with statutory safety and structural building norms prescribed under local acts. Non-compliance with mandatory fire safety, building integrity, or sanitation regulations exposes school leadership to statutory liability, formal administrative disciplinary proceedings, and legal prosecution under municipal safety laws, directly compromising student safety and institutional governance.

78. (A) Both A and R are true and R is the correct explanation of A
Child Care Leave cannot be demanded as an absolute right by teaching staff under statutory service regulations. The Leave Sanctioning Authority maintains administrative discretion to adjust or deny leave timing to prevent severe disruption to instructional schedules and public service. Because preserving institutional instruction justifies administrative control over leave approval, the reasoning correctly explains why CCL is not an absolute right.

79. (B) Process EOL under CCS Rules based on valid medical certificates
When an employee exhausts all available regular leave balances due to illness, the Principal as Head of Office should process Extraordinary Leave without pay in accordance with CCS Leave Rules upon verifying valid medical documentation. Immediately dismissing the staff member, disbursing unauthorized pay from activity funds, or referring medical cases to law enforcement violates service regulations and administrative duty.

80. (D) Resolve documentation queries promptly and forward the claim for competent sanction
As Head of Office, the Principal must ensure efficient processing of statutory welfare benefits,

MCQGPT

97. (A) Staff Common Room – Physical and Social Welfare Facility
The staff common room is correctly categorized as an intra-mural physical and social welfare facility that provides teachers with rest, preparation space, and collegial interaction. First-aid stations represent physical intra-mural health provisions, potable water stations are essential workplace amenities, and fire safety equipment constitutes a mandatory statutory safety requirement rather than a discretionary project.

98. (C) Staff dissatisfaction, higher absenteeism, and decline in institutional morale
Substandard physical welfare facilities, such as damaged sanitation units, contaminated drinking water, or inadequate staffroom seating, lead to widespread staff dissatisfaction, increased absenteeism, and declining institutional morale. Poor physical working conditions heighten daily fatigue and occupational stress, which degrades teaching effectiveness rather than improving instructional creativity, securing infrastructure grants, or eliminating student dropout rates.

99. (A) Assessing requirements, obtaining SMC approval, and following GFR procurement rules
Upgrading staffroom facilities using School Management and Development Funds requires strict adherence to administrative procedures. The Principal must assess actual facility requirements, obtain formal approval from the School Management Committee, and execute procurement following General Financial Rules. Purchasing luxury items without approval, collecting unauthorized cash from students, or hiring relatives without receipts violates fiscal management rules.

100. (D) Administer first aid, move to a cool area, call medical transport, and inform family
When a staff member experiences a sudden medical emergency like heat stroke, administrative leadership must prioritize immediate health and welfare response. The Principal should administer basic first aid, relocate the teacher to a cool area, summon emergency medical transport, and notify family members. Issuing disciplinary notices, deducting leave entitlement, or delaying assistance violates duty of care.

MCQGPT

101. (B) Provide confidential counseling and support for personal or work-related challenges
An Employee Assistance Program in an educational institution is designed to provide confidential professional counseling and support to staff members facing personal, emotional, financial, or work-related challenges. By assisting employees in managing psychological stress and personal difficulties, EAPs help restore personal well-being and professional productivity, operating independently of retirement processing, teaching inspections, or student discipline.

102. (B) I, II and III only
Employee Assistance Programs encompass psychological support services, including stress management, mental health counseling, substance abuse recovery, and guidance on work-life balance. These services address employee well-being and productivity. EAPs do not involve formal administrative performance appraisals, annual rankings, or promotional evaluations, as combining counseling with performance assessment violates confidentiality and program effectiveness principles.

103. (D) Strict confidentiality of counseling records and voluntary participation
Strict confidentiality of counseling records and voluntary participation represent foundational ethical requirements for operating effective Employee Assistance Programs. Employees must feel confident that seeking mental health support will remain private and will not affect their official service records. Reporting personal disclosures to administrators, publishing attendee lists, or linking program usage to annual performance evaluations violates ethical standards.

104. (A) EAP usage indicates an employee is incompetent and facing termination.
Believing that participating in an Employee Assistance Program indicates incompetence or impending job termination is a major misconception that creates unfair stigma. In reality, EAPs are supportive organizational resources designed to assist staff in addressing personal stress, preserving mental health, and maintaining workplace productivity through early preventive psychological intervention and confidential professional guidance.

105. (B) Early intervention in distress, reducing absenteeism, and mitigating workplace conflict
Providing psychological counseling through Employee Assistance Programs benefits educational institutions by offering early intervention during personal or professional distress. EAP support reduces stress-related absenteeism, resolves interpersonal workplace conflicts, and preserves teacher well-being. Counseling programs support human resources rather than replacing qualified teachers, altering statutory leave rules, or automatically guaranteeing student examination outcomes.

106. (B) Workplace Stress Counseling – Addressing teacher burnout and anxiety
Workplace stress counseling appropriately matches the EAP domain by providing targeted psychological support to manage occupational burnout, anxiety, and work-related pressure. Financial wellness guidance assists personal budgeting rather than auditing school accounts, personal relationship counseling resolves personal stress rather than assigning teaching duties, and substance abuse intervention provides therapeutic recovery support rather than imposing disciplinary penalties.

107. (A) It prevents personal crises from escalating into major performance breakdown
Implementing early EAP support mechanisms logically benefits school administration by identifying personal and emotional crises early, preventing them from escalating into severe performance breakdowns or chronic health issues. Proactive wellness intervention maintains staff morale and teaching continuity, rather than increasing institutional legal costs, removing administrative accountability for governance, or driving up student enrollment fees.

108. (A) Both A and R are true and R is the correct explanation of A
Employee Assistance Program counseling services must operate independently of formal administrative performance evaluations and service record appraisals. If teachers fear that seeking mental health support will negatively impact their Annual Performance Appraisal Reports, they will avoid using available psychological help. Because preserving absolute appraisal independence guarantees employee trust and utilization, the reasoning correctly explains the assertion.

109. (D) Provide a confidential hearing, offer counseling access, and explore leave options
When a dedicated teacher experiences a sudden performance decline caused by severe personal distress, leadership should adopt a supportive, empathetic approach. Conducting a confidential meeting, providing access to counseling through EAP services, and exploring appropriate leave options addresses root causes while preserving dignity. Initiating immediate formal disciplinary actions, issuing public reprimands, or ignoring performance issues fails best practices.

110. (C) Creating an empathetic environment respecting privacy and encouraging participation
When introducing mental health awareness sessions for staff, school leadership must create an empathetic environment that respects personal privacy and encourages voluntary participation. Building trust removes psychological stigma surrounding mental health. Scheduling sessions during examinations, forcing public disclosures of personal trauma, or ranking teachers on stress resilience notice boards violates professional ethics and damages emotional safety.

111. (B) An equilibrium where professional responsibilities and personal life complement each other
Work-Life Balance in educational administration refers to an operational equilibrium where professional teaching responsibilities and personal, family life complement one another without causing severe stress. Achieving balance allows educators to fulfill instructional duties effectively while maintaining personal health and family well-being. It does not require split hours daily, complete exemption from non-instructional activities, or sacrificing personal life.

112. (D) Study Leave under CCS (Leave) Rules
Study Leave under Central Civil Services Leave Rules directly supports long-term professional development and work-life balance by enabling educators to pursue advanced academic qualifications or specialized training. This statutory leave enhances pedagogical expertise while safeguarding service continuity, whereas casual leave covers short personal needs and election duty leave represents mandatory administrative service assigned by electoral authorities.

Downloaded from www.pdf.tube

MCQGPT

113. (A) Streamlining documentation and respecting off-duty personal time
An effective administrative measure to preserve work-life balance for teaching staff involves streamlining routine clerical documentation and respecting off-duty personal time. Eliminating redundant administrative tasks allows teachers to focus on instructional preparation during school hours. Routinely sending late-night task communications, assigning unadjusted substitute classes, or holding mandatory after-hours meetings increases workload stress and causes severe burnout.

114. (C) Timetable Optimization – Balanced distribution of teaching periods and break times
Timetable optimization correctly aligns administrative planning with work-life balance by ensuring an even distribution of teaching periods and preparation breaks throughout the school day. Continuous late-evening reporting increases anxiety, excessive clerical data entry reduces instructional focus, and mandatory weekend meetings undermine staff retention by disrupting personal rest and family life.

115. (A) Distribute periods evenly, providing non-contact time for preparation and grading
When constructing the master timetable, administrators should distribute teaching loads evenly across the week while providing designated non-contact periods for lesson preparation, assessment, and rest. Balanced scheduling prevents physical fatigue and maintains teaching energy. Assigning six consecutive teaching periods, concentrating preparation time exclusively among senior staff, or placing all core classes late in the day degrades instructional quality.

116. (A) I, II, III, IV
Auditing and optimizing teacher workload follows a logical administrative sequence. Management first maps all teaching, administrative, and co-curricular duties across staff. Next, operational bottlenecks, duplicate clerical tasks, and duty imbalances are identified. Duty allocations are then restructured using digital management tools. Finally, staff stress feedback and instructional outcomes are reviewed to evaluate workload balance adjustments.

117. (B) High turnover, emotional exhaustion, health issues, and lower instructional quality
Chronic work-life imbalance and unmanaged occupational stress among teachers directly lead to emotional exhaustion, physical health problems, high staff turnover, and declining instructional quality. Prolonged burnout reduces enthusiasm and classroom effectiveness. Far from enhancing pedagogical innovation or administrative compliance, persistent work-life conflict erodes institutional stability and negatively impacts student learning environments across the school.

118. (C) Routinely calling staff meetings past official working hours on weekends
Routinely convening mandatory administrative meetings past official working hours or on weekends encroaches on personal time, increases occupational stress, and degrades work-life balance. To promote work-life harmony, school leaders should establish realistic deadlines for administrative reports, encourage staff to utilize entitled leaves when necessary, and adopt digital systems to reduce manual clerical paperwork.

119. (D) Digitally integrate attendance and assessment into a single portal per guidelines
When manual duplicate paperwork causes severe time loss and stress, school leaders should integrate daily student attendance and academic assessment into a single digital management portal following official guidelines. Digitalization eliminates redundant entry, saves time for lesson preparation, and improves work-life balance. Requiring late-night home entry, canceling attendance tracking, or penalizing complaining staff violates sound leadership.

120. (A) Lower teacher attrition, higher commitment, and improved classroom climate
Cultivating an institutional culture that respects work-life balance results in positive organizational outcomes, including reduced teacher attrition, stronger professional commitment, and an improved classroom climate. Supporting staff well-being fosters job satisfaction and instructional energy. It enhances overall educational standards rather than causing academic decline, loss of administrative control, or an increase in formal disciplinary proceedings.

121. (B) Strategic efforts and rewards encouraging competent staff to remain long-term
In organizational behavior, employee retention in educational institutions refers to strategic management practices, supportive working environments, and reward architectures designed to encourage competent educators to remain long-term. Effective retention strategies reduce costly turnover and maintain instructional continuity. Retention is not about preventing legal resignations, automatically extending service past superannuation retirement, or forcing mandatory multi-year service bonds.

122. (A) Poor administrative support, unsupportive leadership, and negative climate
Empirical research demonstrates that the primary non-monetary driver of teacher turnover and attrition in public schools is unsupportive school leadership, lack of administrative backing, and a negative institutional climate. Teachers who feel isolated or unsupported by administrators experience higher frustration and turnover intention, regardless of resource availability, professional development funds, or standard student classroom attendance enforcement rules.

123. (A) Both A and R are true and R is the correct explanation of A
Total reward systems that integrate equitable compensation with strong professional recognition significantly elevate teacher retention rates. Educators who feel valued, supported, and fairly rewarded develop deep affective commitment toward their institution, substantially lowering turnover intentions. Because cultivating strong emotional commitment directly reduces the desire to leave, the reasoning accurately explains why total reward strategies maximize retention.

124. (C) High intrinsic rewards combined with equitable non-monetary recognition
Sustaining long-term organizational commitment and retention among experienced educators is best achieved through rich intrinsic rewards—such as professional autonomy and task meaningfulness—combined with equitable non-monetary recognition. Intrinsic fulfillment fosters enduring dedication to teaching. In contrast, sporadic discretionary cash bonuses, frequent administrative transfer threats, or isolating teachers from institutional decision-making erode trust and increase staff turnover.

125. (D) I, II and III
Providing clear career advancement pathways, continuous professional development, cultivating a supportive work environment, and establishing transparent performance appraisal systems represent effective retention strategies in school administration. Together, these practices fulfill professional growth needs, enhance job satisfaction, and strengthen institutional commitment, thereby reducing teacher attrition and building a stable, highly motivated educational community.

126. (C) Affective Commitment – Emotional attachment and identification with the school
Affective commitment correctly describes an employee's positive emotional attachment to, identification with, and active involvement in their school. Continuance commitment reflects remaining due to the high personal costs of leaving, normative commitment stems from felt moral obligation to stay, and turnover intention represents an employee's conscious cognitive desire to leave their current organization.

127. (A) I, II, III, IV
The turnover decision process resulting from reward dissatisfaction follows a clear psychological sequence. An employee first perceives reward inequity or lack of professional recognition. This perception leads to a decline in job satisfaction and organizational commitment. The employee then actively evaluates alternative employment opportunities. Finally, the individual makes the formal decision to submit a resignation or request administrative transfer.

128. (D) Erosion of trust, higher turnover intention, and departure of top teachers
Inconsistent, biased, or opaque administration of rewards by school leadership severely undermines organizational health. It erodes trust in management, increases turnover intention, and leads to the departure of top-performing educators. Arbitrary reward distribution creates widespread frustration and perception of unfairness, driving away talented personnel rather than enhancing retention, eliminating administrative grievances, or fostering inter-departmental collaboration.

Click Here to Buy book on Amazon

MCQGPT

129. (A) Implement structured onboarding, peer mentorship, and regular appreciation
When exit interviews reveal that contract teachers depart due to feeling unappreciated and isolated, leadership should take proactive corrective action. Implementing structured onboarding programs, establishing peer-mentorship networks, and offering regular professional appreciation builds inclusion and morale. Ignoring feedback, imposing unfair financial recovery penalties, or barring departing staff damages institutional reputation and fails retention goals.

130. (C) Improving workplace welfare, providing strong support, and recognizing achievements
To retain staff in remote or challenging locations within public service parameters, school leaders should focus on improving workplace welfare facilities, providing strong administrative support, and actively recognizing professional achievements. Building a supportive climate counteracts geographic drawbacks. Threatening staff with negative performance appraisals, disbursing unauthorized cash allowances, or reducing statutory school days violates regulations and harms governance.

131. (A) Cognitive comparison of input-outcome ratios with referent others
J. Stacey Adams' Equity Theory is founded on the concept that individuals evaluate workplace fairness by cognitively comparing their ratio of inputs and outcomes against those of referent others in similar roles. Equity Theory focuses on social comparison and perceived distributive fairness, rather than rigid hierarchical need pyramids, external operant conditioning schedules, or learned achievement needs.

132. (B) I, II and III only
Under Adams' Equity Theory, inputs comprise employee contributions such as effort, qualifications, and experience, while outcomes include salary, recognition, and status. Referent others represent colleagues used for social comparison. Equity tension arises as psychological discomfort when individuals perceive inequity, particularly under-reward, rather than occurring only when under-rewarded, making statement IV an incorrect conceptual definition.

133. (B) Reducing effort, requesting higher outcomes, or distorting inputs
According to Adams' Equity Theory, when an employee perceives under-reward inequity, psychological tension drives them to restore balance. Teachers typically respond by reducing workplace effort, requesting higher outcomes like recognition, or cognitively distorting inputs and outcomes. They do not voluntarily increase working hours, reject earned pay increments, or express complete satisfaction when experiencing perceived unfairness.

134. (C) Perceived Under-reward – State of distress, resentment, and urge to lower inputs
Perceived under-reward accurately describes a psychological state of distress and resentment that motivates employees to lower inputs or seek higher outcomes to restore balance. Perceived equity represents psychological balance and satisfaction, perceived over-reward produces guilt rather than immediate resignation, and referent comparison involves actively evaluating peer input-outcome ratios rather than ignoring them.

135. (D) Under-reward inequity causing demotivation and resentment
When Teacher A contributes significantly higher inputs through co-curricular duties while receiving identical outcomes as Teacher B, Teacher A experiences a lower input-outcome ratio. According to Equity Theory, this unequal ratio generates perceived under-reward inequity, resulting in demotivation, psychological distress, and resentment. This situation represents perceived distributive injustice rather than positive over-reward or high intrinsic satisfaction.

136. (A) Over-reward inequity never creates any psychological discomfort or cognitive adjustment.
Adams' Equity Theory asserts that over-reward inequity can create cognitive dissonance or psychological discomfort, leading individuals to adjust their perceptions of effort or increase inputs to restore balance, making the statement that over-reward never creates discomfort incorrect. Individuals evaluate fairness through relative ratios, experience tension during perceived imbalance, and judge equity subjectively beyond monetary figures.

(A) Minnesota Multiphasic Personality Inventory (MMPI)
(B) Myers-Briggs Type Indicator (MBTI)
(C) Thematic Apperception Test (TAT)
(D) 16 Personality Factor Questionnaire (16PF)

31. Victor Vroom's Expectancy Theory posits that motivation is a multiplicative function of which three core components?
(A) Effort, Environment, Execution
(B) Valence, Instrumentality, Expectancy
(C) Value, Incentives, Evaluation
(D) Virtue, Intelligence, Energy

32. Consider the following elements of Vroom's Expectancy Theory:
I. Expectancy (E → P belief)
II. Instrumentality (P → R belief)
III. Valence (Value of Outcome R)
Which of the following conditions must be met for motivation to be high according to Vroom?
(A) Only Expectancy must be positive, regardless of Instrumentality or Valence.
(B) Valence and Instrumentality must be positive, even if Expectancy is zero.
(C) All three components—Expectancy, Instrumentality, and Valence—must be simultaneously positive.
(D) Any single component being high compensates fully for the other two being zero.

33. In Vroom's Expectancy Theory, 'Expectancy' refers to the employee's perception of the relationship between:
(A) Effort put forth and the probability of achieving successful performance
(B) Attained performance levels and the receipt of formal organizational rewards
(C) Received organizational rewards and personal goal satisfaction or fulfillment
(D) Prevailing supervisory leadership styles and overall institutional work culture

34. In Vroom's framework, 'Instrumentality' is best defined as the subjective probability that:
(A) Increased personal effort will lead directly to improved instructional skill acquisition
(B) Individual teacher goals will align with institutional regulatory and statutory mandates
(C) Successful task performance will lead to attaining a desired outcome or reward
(D) Adequate hygiene factors will successfully offset environmental workplace stress

35. A school Principal announces that teachers who publish research in international journals will receive a special grant. Dr. Sharma, an experienced teacher, knows she can write the paper (High Expectancy) and knows the grant will be awarded upon publication (High Instrumentality), but she personally attaches zero value to the grant money or academic publishing (Zero Valence). According to Vroom's Theory, what will be Dr. Sharma's level of motivation?
(A) Zero motivation because valence is zero in a multiplicative model
(B) Maximum motivation due to high expectancy and instrumentality
(C) Moderate motivation driven by institutional duty
(D) High intrinsic motivation due to continuous service

36. 'Valence' in Vroom's Expectancy Theory measures:
(A) The difficulty level of the administrative target assigned to an employee
(B) The objective probability of administrative approval from higher authorities
(C) The administrative duration required to execute a leadership directive
(D) The strength of an individual's preference for a particular outcome or reward

37. J. Stacy Adams' Equity Theory suggests that employees evaluate their job outcomes relative to their job inputs by comparing their input-outcome ratio with:
(A) National public administrative benchmark standards and official industry averages
(B) The input-outcome ratio of relevant comparison others (referents)
(C) Their own historical personal expectations established prior to current employment
(D) The theoretical maximum operational capacity defined by senior school leadership

38. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: If a senior teacher perceives that a junior teacher receives equal remuneration and praise for significantly less work, the senior teacher will experience perceived inequity.
Reason R: According to Adams' Equity Theory, individuals strive to restore equity when they

Downloaded from www.pdf.tube

145. (A) Combine department performance targets with verified individual contribution benchmarks
To design an effective group incentive structure that prevents the free-rider effect, school leadership must combine overall department performance targets with verified individual contribution benchmarks. Assessing individual effort alongside group success ensures personal accountability. Awarding prizes based on subjective personal choices, excluding junior staff, or keeping evaluation criteria secret compromises procedural fairness and team cohesion.

146. (A) I, II, III, IV
Implementing a school group incentive program follows a systematic sequence. Leaders first define shared team goals aligned with institutional improvement plans. Measurable evaluation criteria are then established to evaluate group success objectively. Management monitors team progress while providing necessary administrative support. Finally, collective recognition and rewards are transparently celebrated and disbursed across participating teams.

147. (A) Mutual support, peer coaching, problem-solving, and shared institutional pride
Group incentives deliver positive institutional outcomes when they foster a collaborative environment characterized by mutual support, peer coaching, joint problem-solving, and shared institutional pride. Fostering teamwork enhances instructional quality across departments. Group schemes fail when they generate unhealthy competition between teachers, induce mass absenteeism, or encourage deliberate non-compliance with departmental administrative guidelines.

148. (D) Exclusion of non-teaching support staff from success celebrations
Excluding non-teaching support staff from institutional success celebrations is not a characteristic of a well-designed group incentive scheme, as effective schemes foster school-wide unity and shared accomplishment. Well-designed group incentive programs align with organizational goals, maintain evaluation equity and transparency, and encourage professional learning communities across all academic and operational departments.

149. (B) Individual contributions within the team are tracked alongside team outcomes
To minimize the free-rider effect in team-based educational projects, school management must track individual contributions alongside collective team outcomes. Maintaining individual accountability within group goals ensures that all members contribute equitably toward shared objectives. Deliberately creating unwieldy team sizes, disbursing unearned rewards routinely, or abolishing personal responsibility encourages free-riding and reduces group effectiveness.

150. (C) Establishing diversified categories recognizing academics, sports, arts, and support services
To ensure group recognition schemes promote equity across all departments, heads of school should establish diversified award categories that acknowledge achievements in academics, sports, arts, and support services. Broad recognition validates the diverse contributions of all staff members. Restricting awards exclusively to specific academic subjects, senior heads, or arbitrary alphabetical rotations causes perceived inequity and demotivates non-rewarded teams.

****

MCQGPT

137. (B) The perceived fairness of processes used to decide reward allocations
In organizational justice frameworks, procedural justice refers specifically to the perceived fairness, consistency, and transparency of the processes used to determine reward allocations and administrative decisions. Distributive justice concerns the actual fairness of outcomes, while interactional justice involves interpersonal respect and dignity shown by authorities during evaluation procedures.

138. (A) Both A and R are true and R is the correct explanation of A
School Principals must maintain complete transparency and clear criteria when assigning administrative duties and recognition. Transparent administrative procedures enhance procedural justice, which helps mitigate feelings of unfairness and input-outcome inequity among teachers. Because fair and open decision-making processes directly reduce perceptions of administrative bias, the reasoning correctly explains why leadership must prioritize operational transparency.

139. (A) Staff accept limited rewards if they perceive the selection process as fair and transparent
High procedural justice significantly compensates for limited financial outcomes in public institutions because staff are more willing to accept modest rewards when they perceive the allocation process as objective, transparent, and fair. Procedural justice builds trust, but it does not eliminate statutory basic salary obligations, force union membership withdrawals, or double government treasury budget allocations.

140. (C) Conduct a workload audit, set objective guidelines, and involve department heads in task allocation
To resolve severe perceived inequity in duty distribution, school leadership should conduct a comprehensive workload audit, establish objective task guidelines, and involve department heads in equitable allocation. Collaborative, evidence-based planning restores procedural justice. Denying inequity, penalizing complaining teachers, or outsourcing core teaching responsibilities violates administrative ethics and worsens workplace demotivation and conflict across departments.

141. (D) Encourage teamwork, joint effort, and accountability toward shared institutional goals
Group incentive schemes in educational management are designed primarily to foster teamwork, collaborative effort, and shared accountability toward overarching institutional goals. By rewarding collective achievements, group incentives encourage teachers to share instructional resources and support colleagues. They move away from isolated individual competition, do not eliminate departmental budget grants, and avoid public ranking of staff.

142. (C) Collective recognition and team gain-sharing dynamics
A school-wide incentive scheme celebrating an entire department for improving student learning outcomes operates on collective recognition and team gain-sharing dynamics. This approach emphasizes shared responsibility and group synergy, rewarding joint achievements. It differs from individual piece-rate compensation, negative reinforcement through reprimands, or automatic seniority pay scale progression, which focus on individual or non-performance factors.

143. (B) They promote collaborative teaching, peer mentoring, and shared resource development
A key advantage of group incentives in schools is their ability to foster collaborative teaching, peer mentoring, and shared development of instructional materials across subject departments. Group rewards align individual efforts toward team success. Unlike competitive individual schemes, group incentives reduce interpersonal rivalry and information hoarding while maintaining the necessity of leadership and supervisory oversight.

144. (D) Free-Rider Effect – An individual group member exerting minimal effort while benefiting from collective group rewards
The free-rider effect accurately describes a group dynamic where an individual team member exerts minimal personal effort while enjoying the shared benefits and rewards earned through collective group achievements. Social facilitation involves improved performance in group settings, group cohesion reflects internal unity, and team synergy represents total group output exceeding individual inputs combined.

Click Here to Buy book on Flipkart

(B) Offering full institutional sponsorship for international academic research conferences
(C) Constituting an active Teacher-Driven Innovation Council within the school framework
(D) Providing clean drinking water, restroom facilities, and timely basic salary payments

8. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A Principal must ensure physical security, job safety, and clear service conditions for staff before expecting high commitment to creative pedagogical reforms.
Reason R: According to Maslow's theory, safety and security needs must be reasonably satisfied before individuals can focus effectively on higher-level self-actualization goals.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. A teacher who feels isolated from colleagues and excluded from school committees is experiencing frustration primarily at which level of Maslow's hierarchy?
(A) Physiological needs
(B) Social / Belongingness needs
(C) Safety needs
(D) Self-actualization needs

10. Provision of institutional awards, designated staff parking, special academic titles, and formal recognition during annual functions fulfills which tier of Maslow's hierarchy for school staff?
(A) Basic physiological needs
(B) Esteem needs
(C) Safety and security needs
(D) Self-actualization needs

11. Self-actualization at the highest tier of Maslow's hierarchy is characterized by:
(A) The desire to realize one's full potential, personal growth, and self-fulfillment
(B) The absolute drive for maximum authority and administrative control over peers
(C) The pursuit of maximum financial incentives and job security guarantees
(D) The need to gain public acclaim and formal professional honors

12. Consider the following statements regarding the major criticisms of Maslow's Hierarchy of Needs theory:
I. Empirically, human needs do not always follow a strict, rigid hierarchical sequence.
II. People may pursue higher-order self-actualization needs even when basic lower-order needs are deprived.
III. The model fails to account for cultural variations in need prioritization across different societies.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

13. Herzberg's Two-Factor Theory categorizes workplace factors into which two distinct groups?
(A) Intrinsic factors and Cognitive factors
(B) Primary drivers and Secondary drivers
(C) Directive factors and Participative factors
(D) Hygiene factors and Motivator factors

14. According to Frederick Herzberg, the presence of adequate 'Hygiene Factors' in an educational organization leads to:
(A) High overall job satisfaction and superior sustained motivation across all tasks
(B) Immediate and significant increase in creative pedagogical performance and productivity
(C) A neutral state of 'no dissatisfaction' without inducing high intrinsic motivation
(D) Maximum long-term organizational commitment and direct psychological ownership

15. A newly appointed Principal improves school staffroom furniture, ensures timely salary disbursement, fixes air ventilation, and streamlines administrative leaves. However, teacher enthusiasm for academic innovation remains unchanged. Based on Herzberg's theory, how should this outcome be interpreted?
(A) The Principal implemented key motivator factors which ultimately failed due to widespread teacher incompetence.
(B) The Principal addressed hygiene factors, which eliminate dissatisfaction without directly generating motivation.
(C) The Principal failed to systematically satisfy

Downloaded from www.pdf.tube

CHAPTER 10

Motivation Theories and Managerial Application

1. Which of the following statements best encapsulates the concept of motivation within organizational behavior?
(A) It is an internal state or force that energizes, directs, and sustains goal-oriented behavior within an organization.
(B) It is a static personal trait that determines an individual's permanent performance capacity regardless of environment.
(C) It is exclusively an external supervisory reward system designed to enforce compliance with institutional directives.
(D) It is a subconscious defense mechanism employed by employees to adapt to administrative stress.

2. In school organizational behavior, how does motivation primarily influence teacher performance and institutional efficiency?
(A) By replacing formal supervisory mechanisms with complete administrative non-interference
(B) By directing administrative effort solely toward external compliance and statutory reporting
(C) By activating human energy, directing goal-seeking action, and sustaining persistence toward educational objectives
(D) By standardizing student assessment scores across all academic streams automatically

3. A senior teacher willingly spends extra hours designing innovative learning modules without expecting financial compensation or administrative recognition. This behavior is driven primarily by:
(A) Intrinsic motivation
(B) Extrinsic motivation
(C) Instrumental compliance
(D) External regulation

4. Which of the following scenarios best exemplifies the application of extrinsic motivation by a school Principal?
(A) Encouraging a teacher to pursue educational research for personal intellectual growth
(B) Facilitating self-reflection sessions for teachers to evaluate their pedagogical philosophy
(C) Allowing teachers complete autonomy in curriculum planning based on personal interest
(D) Granting a public commendation certificate and performance allowance to teachers meeting annual targets

5. The fundamental conceptual difference between intrinsic motivation and extrinsic motivation lies in:
(A) The cognitive complexity of the tasks being performed
(B) The locus of causality and source of satisfaction associated with the task
(C) The administrative level at which the task performance is evaluated
(D) The temporal duration required to complete the assigned institutional duty

6. Abraham Maslow's Hierarchy of Needs theory is built upon which fundamental underlying premise?
(A) Lower-order needs and higher-order needs motivate human behavior simultaneously without hierarchy.
(B) Higher-order growth needs must be fully satisfied before physiological needs emerge.
(C) A need that is substantially satisfied no longer serves as a primary motivator of behavior.
(D) Human motivation is governed strictly by external conditioned stimuli in the environment.

7. In the context of school staff welfare, which administrative provision directly addresses the physiological needs level in Maslow's hierarchy?
(A) Implementing a merit-based institutional teacher excellence award scheme

MCQGPT

23. McGregor's Theory Y assumes that employees:
(A) Prefer to be directed and wish to avoid responsibility at all costs
(B) Must be coerced, controlled, and threatened with punishment to achieve organizational goals
(C) Are driven exclusively by basic economic rewards and physical security
(D) Possess inherent capacity for self-direction, creativity, and commitment when properly motivated

24. A school Principal who adopts a Theory Y approach will primarily focus on:
(A) Creating an organizational environment where teachers achieve personal goals by striving toward school objectives
(B) Establishing rigid biometric attendance surveillance mechanisms and detailed minute-by-minute routine reporting schedules
(C) Centralizing all academic and operational decision-making strictly within the Principal's immediate administrative office
(D) Enforcing strict standardized disciplinary punishment protocols for minor routine procedural oversights and delays

25. What is the practical implication of applying Theory Y in school administration?
(A) It justifies autocratic administrative leadership as essential to maintain strict institutional discipline and order.
(B) It encourages participative management, delegation of authority, and job enrichment for teachers.
(C) It completely eliminates the necessity for formal operational planning, administrative oversight, or academic calendars.
(D) It relies entirely on extrinsic monetary penalties and formal administrative sanctions for employee non-performance.

26. David McClelland's Acquired Needs Theory identifies which three primary socio-motivational needs?
(A) Need for Safety, Need for Esteem, Need for Actualization
(B) Need for Achievement, Need for Power, Need for Affiliation
(C) Need for Existence, Need for Relatedness, Need for Growth
(D) Need for Hygiene, Need for Motivation, Need for Supervision

27. An individual high in 'Need for Achievement' (nAch) in McClelland's framework is primarily characterized by:
(A) A preference for moderate-risk tasks, immediate feedback, and personal performance accountability
(B) A strong desire to exercise direct administrative control, authority, and dominance over peers
(C) A primary focus on establishing warm, friendly, supportive, and harmonious personal relationships
(D) An absolute avoidance of any quantitative performance measurement or objective evaluation metrics

28. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A Principal with a high Need for Institutional Power (nPow) focuses on building organizational capability, setting systematic standards, and guiding staff toward strategic goals.
Reason R: McClelland distinguished between personal power, which seeks personal dominance, and social/institutional power, which seeks to empower the organization to achieve collective goals.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. A teacher high in McClelland's 'Need for Affiliation' (nAff) is most likely to excel in roles that involve:
(A) Isolated, highly competitive analytical research tasks
(B) Strict enforcement of disciplinary measures and punitive administrative sanctions
(C) Independent decision-making under conditions of high personal risk
(D) Strong interpersonal interaction, collaborative teamwork, and conflict reconciliation

30. Which assessment technique was primarily utilized by David McClelland to measure individual need profiles?

Click Here to Buy book on Amazon

the basic physiological and safety needs of the teaching staff.
(D) Hygiene factors always produce immediate professional enthusiasm and high performance when fully restored.

16. Which of the following organizational elements is classified as a 'Motivator Factor' under Herzberg's Two-Factor Theory?
(A) Overall school physical working conditions, safety, and infrastructure quality
(B) Fixed monthly salary scale, allowances, and fringe benefit rules
(C) Quality of interpersonal relations with administrative supervisory officers
(D) Sense of personal achievement and professional growth opportunities

17. In Herzberg's framework, 'Hygiene Factors' are primarily associated with:
(A) The extrinsic job context and organizational environment
(B) The intrinsic job content and nature of teaching work
(C) Personal development and self-directed target setting
(D) Autonomous curriculum design and innovation

18. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Increasing salary and improving physical work conditions alone will not create highly motivated and enthusiastic teachers.
Reason R: According to Herzberg, hygiene factors prevent job dissatisfaction but do not act as motivators for higher job performance.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. Which of the following represents a major theoretical criticism of Herzberg's Two-Factor Theory?
(A) The methodology is method-bound, as individuals tend to attribute success to internal factors and failure to external environment.
(B) It completely ignores the fundamental role of monetary compensation and financial rewards in organizational behavior.
(C) It incorrectly assumes that all human needs strictly follow a rigid five-tier hierarchical progression.
(D) It cannot be meaningfully applied to modern service industries, public administration, or non-profit educational institutions.

20. Douglas McGregor formulated Theory X and Theory Y to explain:
(A) The statistical probability and underlying structural causes of employee turnover in public administrative systems
(B) The exact stage-by-stage progression of cognitive skill acquisition and pedagogical development in adult learning
(C) The direct structural relationship between allocated institutional financial budgets and overall student learning outcomes
(D) Managers' underlying assumptions about human nature and how these shape managerial leadership style

21. Which of the following assumptions is characteristic of McGregor's Theory X?
(A) Work is as natural to human beings as play or rest.
(B) Average human beings have an inherent dislike of work and will avoid it if possible.
(C) Employees exercise self-direction and self-control in the service of objectives to which they are committed.
(D) Average human beings learn under proper conditions to accept and seek responsibility.

22. Consider the following management practices observed in a school:
I. Close, continuous supervision and strict enforcement of attendance rules
II. Frequent use of punitive administrative warnings and formal coercion
III. Assumption that teachers lack ambition and seek direction at every step
IV. Reliance on centralized control and minimal delegation of authority
Which of the statements given above correctly reflect a management approach based on McGregor's Theory X?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

MCQGPT

perceive an imbalance between their input-outcome ratio and that of a referent other.

In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

39. In Adams' Equity Theory, which of the following is classified as an employee 'Input'?

(A) Monthly base salary, bonuses, and statutory allowances
(B) Formal institutional recognition, praise, and administrative honors
(C) Long-term job security and comfortable physical working conditions
(D) Effort, educational qualification, experience, and commitment

40. When employees experience perceived under-reward inequity, Adams' Equity Theory predicts they may attempt to restore balance by:

(A) Reducing input or effort, changing referents, or distorting cognitive perceptions
(B) Voluntarily increasing work effort and consistently putting in extra unpaid hours
(C) Directing formal requests for a higher administrative workload without extra compensation
(D) Permanently ceasing all professional communication with supervisory administrative authorities

41. Edwin Locke's Goal-Setting Theory asserts that maximum task performance is achieved when goals are:

(A) Vague, highly generalized, informal, and extremely easy to achieve without effort
(B) Specific, challenging, attainable, and backed by performance feedback
(C) Imposed autocratically top-down without any explanatory rationale or regular feedback
(D) Continuously lowered by management whenever an employee encounters initial difficulty

42. Consider the following core principles of Locke's Goal-Setting Theory:

I. Goal Specificity reduces ambiguity and directs focused effort.
II. Goal Difficulty increases effort and persistence up to the limit of ability.
III. Goal Acceptance and Commitment are essential for goals to mobilize action.
IV. Performance Feedback is necessary to gauge progress and adjust effort.

Which of the statements given above are correct regarding high performance motivation?

(A) I and II only
(B) III and IV only
(C) I, III and IV only
(D) I, II, III and IV

43. According to B.F. Skinner's Reinforcement Theory, human behavior is primarily a function of:

(A) Its environmental consequences
(B) Internal unconscious biological drives
(C) Cognitive processing of complex future expectancies
(D) Innate moral and ethical values

44. In reinforcement theory, 'Positive Reinforcement' involves:

(A) Withdrawing an unpleasant or aversive stimulus following a desired performance behavior
(B) Applying an unpleasant or aversive stimulus to eliminate an unwanted workplace behavior
(C) Presenting a rewarding stimulus after a desired behavior to increase its frequency
(D) Completely ignoring an undesirable behavior until it naturally extinguishes over time

45. A Principal notices that a teacher routinely submits student assessment data late. The Principal stops issuing formal administrative written warnings once the teacher begins submitting reports on time. This administrative response is an application of:

(A) Positive Reinforcement
(B) Extinction
(C) Punishment
(D) Negative Reinforcement

46. What is the fundamental difference between 'Negative Reinforcement' and 'Punishment' in organizational behavior?

(A) Negative reinforcement serves to decrease a targeted behavior over time, whereas punishment serves to increase its frequency.
(B) Negative reinforcement relies primarily on financial penalties, whereas administrative punishment relies strictly on verbal reprimands.

Downloaded from www.pdf.tube

112. When a Principal provides constructive feedback immediately after a teacher conducts an exemplary open-house classroom demonstration, which principle of effective reinforcement is applied?
(A) Delayed Reinforcement
(B) Punishment
(C) Extinction
(D) Immediate Reinforcement

113. According to Vroom, 'Instrumentality' ranges mathematically between:
(A) -1.0 and +1.0 (or 0 and 1.0 depending on operationalization)
(B) -10 and +10
(C) 0 and infinity
(D) Always exactly 1.0

114. If a teacher believes that no amount of personal effort will lead to successful completion of an administrative assignment because of unrealistic performance metrics, which belief is compromised?
(A) Instrumentality ($P \rightarrow R$)
(B) Valence (V)
(C) Expectancy ($E \rightarrow P$)
(D) Equity Ratio

115. A school climate characterized by trust, mutual respect, open communication, and high teacher empowerment is indicative of:
(A) High Theory Y orientation and satisfying environment
(B) High Theory X orientation
(C) High reliance on punitive enforcement
(D) Laissez-faire organizational breakdown

116. How does 'Job Rotation' differ from 'Job Enrichment'?
(A) Job rotation increases financial compensation rules, whereas job enrichment increases working hours.
(B) Job rotation applies strictly to classroom students, whereas job enrichment applies to school principals.
(C) Job rotation is classified as a process theory, whereas job enrichment is classified as a content theory.
(D) Job rotation shifts employees between tasks at the same level; job enrichment increases depth of responsibility.

117. Which motivation theory suggests that human needs can operate simultaneously rather than strictly sequentially, allowing a person to seek personal growth while still struggling with security needs?
(A) Maslow's Rigid Hierarchy
(B) Alderfer's ERG Theory
(C) Skinner's Operant Conditioning
(D) Classical Administrative Theory

MCQGPT

118. In Adams' Equity Theory, if a teacher feels over-rewarded, which of the following is a common psychological mechanism used to reduce inequity tension?
(A) Submitting an immediate formal resignation letter from the institutional post
(B) Reporting the Principal and management directly to central law enforcement agencies
(C) Increasing inputs or cognitively re-evaluating the value of effort or referent outcomes
(D) Ceasing all instructional and classroom teaching activities permanently without notice

119. What role does 'Feedback' play in Locke's Goal-Setting Theory?
(A) It acts primarily as a cognitive distraction that lowers overall employee focus and task performance
(B) It is only strictly required when formal administrative disciplinary procedures are being invoked
(C) It possesses zero measurable impact or influence on overall employee performance outcomes
(D) It clarifies progress, helps adjust effort, and reinforces goal commitment

120. A Principal is tasked with motivating a demotivated science department. The Principal organizes joint target-setting sessions where department teachers set clear, achievable student project goals for the term, paired with bi-weekly reflection meetings. Within three months, department performance improves markedly. Which motivational framework did the Principal primarily apply?
(A) Locke's Goal-Setting Theory
(B) Skinner's Punishment Model
(C) McGregor's Theory X Strategy
(D) Adams' Inequity Distortion Model

121. In Herzberg's theory, administrative policy, working conditions, status, and job security are classified as:
(A) Intrinsic Motivators

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

(C) Moderately challenging academic targets with personal responsibility and clear feedback mechanisms
(D) Tasks requiring continuous administrative compliance without personal decision-making space

55. A Principal notices that teacher morale is extremely low due to excessive administrative paperwork and unclear lines of authority. Applying Herzberg's framework, what should be the Principal's immediate administrative step?
(A) Announce a highly competitive teacher of the year award scheme across all school departments immediately.
(B) Ignore existing physical working conditions completely and conduct a mandatory workshop on self-actualization.
(C) Issue formal administrative show-cause notices and written warnings to all underperforming teaching staff members.
(D) Streamline administrative paperwork, clarify job roles, and resolve working conditions to eliminate dissatisfaction.

56. Which practical strategy is most effective for a Principal seeking to foster 'Intrinsic Motivation' among teaching faculty?
(A) Providing instructional autonomy and supporting continuous professional growth
(B) Implementing strict punitive monetary salary deductions for any unexcused late arrival
(C) Offering generous cash bonuses exclusively for achieving high student examination pass percentages
(D) Increasing direct administrative surveillance and supervisory monitoring during classroom instructional hours

57. A school Principal who wishes to leverage Locke's Goal-Setting Theory to improve departmental academic outcomes should ensure that academic goals are:
(A) Framed as general, open-ended directives such as "Do your best throughout this upcoming academic year"
(B) Jointly set, specific, challenging yet realistic, and monitored with periodic feedback
(C) Formulated completely in secret by top leadership and revealed to teachers only at the end of the year
(D) Set at unrealistically high administrative levels so that teachers quickly realize their inherent limitations

58. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A school Principal applying Vroom's theory must ensure that teachers believe that putting in extra effort will actually lead to successful project execution.
Reason R: If teachers perceive that despite high effort, administrative bottlenecks will cause project failure, Expectancy drops to zero, destroying motivation.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

59. Which of the following practices in school administration directly supports the fulfillment of Maslow's 'Esteem Needs' for staff?
(A) Publicly acknowledging teacher achievements in meetings and delegating leadership roles
(B) Ensuring continuous clean drinking water and fully functional restroom facilities on school premises
(C) Issuing timely monthly salary statements, tax deduction records, and provident fund slips
(D) Strictly maintaining time-office entry registers, movement logs, and daily biometric verification records

60. How can a Principal effectively motivate teachers who possess a high 'Need for Affiliation' (nAff)?
(A) Assigning them to isolated individual research projects requiring minimal interpersonal interaction
(B) Placing them in high-conflict enforcement units that demand cold, impersonal administrative sanctions
(C) Involving them in collaborative committee work, peer mentoring, and community events
(D) Ranking them publicly against their department peers on monthly competitive performance scorecards

61. The relationship between employee motivation and job satisfaction is best described as:
(A) Identical operational concepts; motivation

Click Here to Buy book on Flipkart

94. According to McClelland, an administrator with an unchecked high need for 'Personal Power' tends to:
(A) Build strong, highly sustainable, and democratic educational institutions
(B) Delegate maximum decision-making power and authority to staff committees
(C) Demand personal loyalty and exercise dominance over subordinates for personal vanity
(D) Focus strictly on collaborative peer relationships and harmonious teamwork

95. A school Principal notices that despite offering performance commendation certificates (Valence = High), teachers put in minimal effort (Low Motivation) because they believe school budget constraints will prevent the required equipment from ever being purchased (Expectancy = Low). To fix this motivation problem using Vroom's framework, the Principal should:
(A) Significantly increase the financial value and administrative prestige of the commendation certificate.
(B) Provide necessary equipment and resource support to raise effort-to-performance expectancy.
(C) Issue formal administrative show-cause notices and written reprimands to all underperforming teachers.
(D) Switch immediately to a Theory X autocratic management leadership style across all school operations.

96. In Adams' Equity Theory, if an employee compares themselves with a colleague in a different department within the same school, this referent comparison is termed:
(A) Other-Outside
(B) Self-Inside
(C) Self-Outside
(D) Other-Inside

97. Which of the following is a key feature of 'Management by Objectives' (MBO) as a managerial strategy for motivation?
(A) Joint formulation of specific, measurable goals paired with periodic performance reviews
(B) Unilateral imposition of top-down performance targets established strictly by the executive head
(C) Complete elimination of formal performance evaluation metrics and quantitative administrative monitoring
(D) Exclusive reliance on monetary punishment and formal administrative sanctions for missed deadlines

98. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Intrinsic motivation is generally more effective for complex, creative problem-solving tasks in teaching than extrinsic reward structures.
Reason R: Extrinsic rewards can sometimes narrow focus and crowd out intrinsic interest in highly complex cognitive activities (the overjustification effect).
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

99. In Herzberg's terminology, 'Job Enlargement' involves horizontally adding tasks, whereas 'Job Enrichment' involves:
(A) Adding vertical responsibility, authority, and control over work execution
(B) Substantially increasing base pay scales and monthly overtime financial allowances
(C) Physically moving an employee to an entirely new geographical workstation location
(D) Standardizing routine office administrative procedures and clerical workflows

100. Which motivation theorist proposed that human needs are not innate, but learned and acquired through life experiences and cultural background?
(A) Abraham Maslow
(B) Victor Vroom
(C) B.F. Skinner
(D) David McClelland

101. In Vroom's model, if an outcome has a 'negative valence' for an employee, it means the employee:
(A) Is completely indifferent to the outcome
(B) Prefers not attaining the outcome rather than attaining it
(C) Highly values the outcome above all else
(D) Believes the outcome is mathematically impossible

MCQGPT

(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. According to McClelland, effective senior institutional leaders typically exhibit a high need for:
(A) Unchecked personal power over socialized organizational power structures
(B) Socialized power combined with moderate achievement and balanced affiliation
(C) Extremely high affiliation needs prioritized at the direct expense of task achievement
(D) Purely basic security needs and baseline physiological protection mechanisms

70. In Vroom's Expectancy Theory, if a teacher believes that no matter how hard they work, their performance will not achieve the desired standard because of lack of teaching materials, which component is zero?
(A) Instrumentality
(B) Valence
(C) Expectancy
(D) Equity

71. In Vroom's framework, if a teacher achieves the desired standard of performance but believes the school leadership will not deliver the promised recognition, which component is zero?
(A) Expectancy
(B) Valence
(C) Hygiene
(D) Instrumentality

72. Consider the following management strategies:
I. Delegating subject-wise curriculum planning to department heads
II. Establishing teacher-led peer observation and constructive feedback loops
III. Involving staff in setting realistic annual academic targets for the school
Which of these strategies effectively foster Theory Y management and high intrinsic motivation?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

73. According to Adams' Equity Theory, if a teacher discovers they are receiving higher outcomes than a referent peer for identical inputs (over-reward inequity), cognitive theory suggests the individual may initially feel:
(A) Immediate extreme joy and satisfaction without experiencing any psychological dissonance or concern
(B) Equity tension or guilt, leading to rationalization or increased effort to justify rewards
(C) An immediate behavioral drive to reduce work effort and performance to match the referent peer
(D) Complete emotional and cognitive indifference toward administrative fairness and reward distribution

74. Which of the following is an example of 'Positive Reinforcement' in school administration?
(A) Deducting casual leave for arriving ten minutes late
(B) Issuing a written praise letter and publishing the teacher's achievement in the school newsletter
(C) Stopping weekly surprise inspections after a teacher improves lesson plan submissions
(D) Withholding annual increment pending performance review

75. A school Principal observes that a senior teacher continuously interrupts general staff meetings with off-topic complaints. The Principal decides to completely ignore the interruptions rather than giving them attention or engaging in debate. Over time, the teacher stops interrupting meetings. Which reinforcement concept was applied by the Principal?
(A) Extinction
(B) Positive Reinforcement
(C) Negative Reinforcement
(D) Punishment

MCQGPT

76. In Maslow's original hierarchy, which of the following is considered the lowest-order (most basic) need?
(A) Safety needs
(B) Social needs
(C) Physiological needs
(D) Esteem needs

77. The term 'Self-Actualization' was originally coined by Kurt Goldstein, but popularized in motivational literature by:
(A) Frederick Herzberg
(B) Douglas McGregor
(C) David McClelland

(C) Negative reinforcement strengthens desired behavior by removing an unpleasant stimulus, whereas punishment weakens unwanted behavior by applying an aversive stimulus.
(D) There is no meaningful conceptual, theoretical, or operational distinction between these two organizational behavior terms.

47. In Skinnerian terms, 'Extinction' occurs when:
(A) An aversive consequence is immediately applied following an unwanted action.
(B) Reinforcement withholding leads to the gradual decrease and disappearance of a behavior.
(C) Positive rewards are doubled to compensate for past non-performance.
(D) Formal disciplinary proceedings under civil service rules are initiated against an employee.

48. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Relying predominantly on continuous punitive administrative sanctions to manage school staff often leads to unintended negative outcomes like anxiety, low morale, and compliance without commitment.
Reason R: Reinforcement theory indicates that punishment suppresses behavior temporarily but does not guide or motivate the individual toward desirable alternative behaviors.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. When comparing Maslow's Needs Hierarchy and Herzberg's Two-Factor Theory, Herzberg's Hygiene Factors correspond primarily to which level of Maslow's hierarchy?
(A) Physiological, Safety, and Social needs
(B) Self-actualization and Esteem needs
(C) Esteem and Growth needs only
(D) Purely Self-Actualization needs

50. In a comparative synthesis of motivation theories, Herzberg's 'Motivators' align most closely with which components of McClelland's Acquired Needs Theory?
(A) Need for Power only
(B) Need for Affiliation and Safety
(C) Need for Achievement and Need for Power
(D) Need for Physical Security

51. Which motivation theory explicitly emphasizes the cognitive calculation of effort-to-performance and performance-to-reward probabilities?
(A) Vroom's Expectancy Theory
(B) Maslow's Hierarchy of Needs
(C) Herzberg's Motivation-Hygiene Theory
(D) McGregor's Theory X

52. Consider the following comparative statements regarding Content Theories vs. Process Theories of motivation:
I. Content theories focus on what internal factors energize or trigger human behavior.
II. Process theories focus on how behavior is energized, directed, sustained, and stopped.
III. Maslow and Herzberg are Content theorists, whereas Vroom and Adams are Process theorists.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

53. Which of the following practical leadership strategies reflects the application of Herzberg's 'Job Enrichment' in a school environment?
(A) Systematically increasing the number of routine non-teaching administrative duties assigned to a teacher
(B) Granting greater autonomy, vertical responsibility, and authority in designing specialized curriculum modules
(C) Rotating a teacher across different departments to perform identical routine classroom supervisory duties
(D) Significantly increasing the monthly overtime financial allowance paid for administrative data entry tasks

54. To motivate senior teachers who demonstrate a high Need for Achievement (nAch), a Principal should ideally assign them:
(A) Routine, repetitive tasks with zero possibility of failure
(B) Highly ambiguous tasks with no measurable criteria or performance feedback

Downloaded from www.pdf.tube

needs.
(B) ERG theory rejects the existence of higher-level human growth needs entirely in organizations.
(C) ERG theory includes a 'frustration-regression' element, allowing lower needs to re-emerge if higher needs are blocked.
(D) ERG theory applies strictly to student learning motivation, not to adult workplace behavior.

87. A Principal who actively involves teachers in school planning, respects their professional expertise, and shares administrative power is demonstrating a leadership style aligned with:
(A) Theory X assumptions
(B) Authoritarian control principles
(C) Classical Scientific Management
(D) Theory Y assumptions

88. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: Providing public praise to a teacher in front of peers can satisfy both social and esteem needs.
Reason R: Public recognition validates an individual's social belongingness to the professional group while simultaneously acknowledging their distinct competence and achievement.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. According to Herzberg, providing an attractive title and higher salary without altering the challenging content or autonomy of the job will produce:
(A) Long-term deep job satisfaction, high creative energy, and sustained pedagogical excellence
(B) Prevention of job dissatisfaction, but not genuine intrinsic work motivation
(C) Immediate and significant decrease in overall teacher commitment and institutional loyalty
(D) Total organizational breakdown, widespread administrative chaos, and systemic performance collapse

90. Which motivational theory highlights the concept of 'Cognitive Dissonance' when individuals experience perceived unfairness in reward allocation?
(A) Skinner's Reinforcement Theory
(B) Adams' Equity Theory
(C) Maslow's Hierarchy
(D) McGregor's Theory X

91. In Goal-Setting Theory, 'Goal Commitment' is highest when:
(A) Goals are publicly stated, participatively set, and believed to be achievable
(B) Goals are assigned completely in secret by management without any prior employee knowledge
(C) Goals are constantly changed on a daily basis by top executive management without explanation
(D) Goals carry severe financial penalties and administrative sanctions for any non-completion

92. Consider the following statements regarding 'Operant Conditioning' in school management:
I. Antecedents set the stage for behavior to occur.
II. Behavior is the observable action taken by the employee.
III. Consequences follow the behavior and determine the likelihood of its recurrence.
Which of the statements given above correctly describe the Skinnerian A-B-C framework?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

93. A teacher who works late every evening purely out of fear of receiving an adverse entry in their Annual Performance Appraisal Report (APAR) is operating under:
(A) High Intrinsic Motivation driven by passion for pedagogical excellence
(B) Self-Actualization striving toward reaching ultimate creative potential
(C) High Need for Achievement focused on mastering complex academic tasks
(D) Extrinsic Motivation driven by avoidance of negative consequences

MCQGPT

and job satisfaction are completely interchangeable in administrative literature.
(B) High job satisfaction always automatically guarantees superior employee motivation and maximum individual task performance.
(C) Motivation and job satisfaction consistently operate in completely inverse mathematical proportions across public institutions.
(D) Motivation is a future-oriented drive toward outcomes, while satisfaction is a present/past-oriented emotional attitude toward job experiences.

62. Consider the following statements regarding the impact of high job satisfaction among school staff:
I. It generally correlates with reduced teacher absenteeism.
II. It directly reduces teacher turnover intention.
III. It automatically guarantees high academic performance regardless of teacher competence or resources.
IV. It contributes positively to overall school climate and organizational citizenship behavior.
Which of the statements given above are correct?
(A) I and II only
(B) I, II and IV only
(C) III and IV only
(D) I, II, III and IV

63. According to Herzberg, a teacher who experiences high job satisfaction is primarily responding to:
(A) High extrinsic hygiene factors such as competitive salary, allowances, and job security
(B) Intrinsic motivators like recognition, responsibility, and growth opportunities
(C) Strict administrative oversight, close supervision, and systematic punishment avoidance
(D) Favorable physical working conditions, safety protocols, and modern school infrastructure

64. A Principal who systematically enriches teacher work, provides constructive professional feedback, and recognizes creative pedagogy is directly improving:
(A) Extrinsic hygiene factors only
(B) Strictly physiological need satisfaction
(C) Administrative compliance without personal engagement
(D) Both motivation drivers and intrinsic job satisfaction

65. Which organizational climate factor is most likely to destroy intrinsic motivation and reduce job satisfaction among teaching faculty?
(A) Micromanagement, lack of autonomy, and perceived administrative favoritism
(B) Clear, transparent, and open communication channels across all institutional levels
(C) Abundant opportunities for continuous personal and professional faculty development
(D) Active participative decision-making structures in all core academic planning areas

66. In the context of school management, how does 'Job Enlargement' differ from 'Job Enrichment'?
(A) Job enlargement increases financial compensation rules, whereas job enrichment increases physical working space allocations.
(B) Job enlargement applies strictly to administrative support staff, whereas job enrichment applies strictly to classroom teachers.
(C) Job enlargement adds tasks of similar complexity (horizontal loading), whereas job enrichment adds higher responsibility and autonomy (vertical loading).
(D) There is no structural, theoretical, or practical difference between job enlargement and job enrichment in management.

67. Under McGregor's framework, an administrator who believes that teachers are inherently lazy, self-centered, and resistant to change will adopt which leadership style?
(A) Autocratic / Directive leadership
(B) Democratic / Participative leadership
(C) Laissez-faire / Free-rein leadership
(D) Transformational leadership

68. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A Principal who blindly applies Theory X management strategies in a school staffed by highly qualified professional teachers is likely to induce frustration and resentment.
Reason R: Qualified professionals generally seek autonomy, personal growth, and self-direction, which aligns with Theory Y assumptions.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A

Click Here to Buy book on Amazon

102. Consider the following organizational interventions:
I. Continuous professional development workshops
II. Granting pedagogical autonomy to experienced staff
III. Public recognition of teacher innovations
IV. Shared institutional vision building
Which of the interventions listed above directly foster higher-order growth needs and intrinsic motivation in a school?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

103. According to Skinner, a schedule of reinforcement where a reward is delivered after an unpredictable number of desirable responses is called a:
(A) Fixed-Ratio Schedule
(B) Fixed-Interval Schedule
(C) Variable-Interval Schedule
(D) Variable-Ratio Schedule

104. Which schedule of reinforcement produces the highest resistance to extinction in human work behavior?
(A) Variable-Ratio Reinforcement
(B) Continuous Reinforcement
(C) Fixed-Interval Reinforcement
(D) Fixed-Ratio Reinforcement

105. In the context of school administration, an annual salary increment paid on a fixed date every year represents which reinforcement schedule?
(A) Variable-Interval Schedule
(B) Fixed-Interval Schedule
(C) Fixed-Ratio Schedule
(D) Variable-Ratio Schedule

106. What is the primary focus of 'Content Theories' of motivation?
(A) Mapping the mathematical cognitive decision-making processes under conditions of uncertainty
(B) Identifying specific internal human needs, drives, and desires that energize behavior
(C) Analyzing external environmental consequences, reinforcement schedules, and operant conditioning loops
(D) Designing clear structural organization charts for effective delegation of administrative authority

107. Which of the following is classified as a 'Process Theory' of motivation?
(A) Vroom's Expectancy Theory
(B) Maslow's Hierarchy of Needs
(C) Herzberg's Two-Factor Theory
(D) McClelland's Acquired Needs Theory

108. A school Principal who believes that "teachers will exercise self-direction and self-control in the service of objectives to which they are committed" is adhering to:
(A) Scientific Management Principles
(B) Theory X
(C) Theory Y
(D) Classical Bureaucracy

109. Which of the following strategies is best aligned with Herzberg's motivator factors to improve teacher job satisfaction?
(A) Repainting staffroom walls, repairing fixtures, and upgrading office furniture
(B) Strict administrative enforcement of statutory working hours and attendance rules
(C) Streamlining administrative leave application procedures and grievance mechanisms
(D) Providing recognition, responsibility, and professional advancement opportunities

110. A Principal notices that an outstanding teacher is considering leaving the school due to feeling unappreciated and unchallenged. The Principal restructures the teacher's role to include leading the school's new curriculum innovation wing, granting autonomous decision-making power and formal recognition. Following this, the teacher decides to stay and demonstrates high enthusiasm. According to Herzberg, the Principal successfully applied:
(A) Hygiene maintenance
(B) Negative reinforcement
(C) Job enrichment
(D) Theory X coercion

111. In McClelland's theory, high 'nAch' leaders perform exceptionally well when managing:
(A) Complex political lobbying, organizational diplomacy, and external public relations
(B) Highly innovative, target-oriented individual projects with clear feedback
(C) Purely routine administrative compliance enforcement and daily rule verification
(D) Large-scale social harmony gatherings, staff retreats, and informal community building

MCQGPT

(D) Abraham Maslow

78. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R.
Assertion A: A Principal should avoid setting extremely vague goals like "Improve school performance" when directing teaching staff.
Reason R: Locke's Goal-Setting Theory proves that specific and hard/challenging goals lead to higher performance than generalized "do your best" goals.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

79. According to Herzberg, which of the following actions is most likely to move a teacher from a state of 'No Dissatisfaction' to 'High Satisfaction'?
(A) Repainting all classroom walls and installing modern energy-efficient lighting fixtures
(B) Assigning full responsibility for an innovative STEM project with public recognition
(C) Ensuring administrative support staff process teacher medical reimbursement bills much faster
(D) Strictly adhering to standard pay-scale increments and statutory allowance revisions

80. McClelland's Need for Achievement (nAch) can be developed in individuals primarily through:
(A) Enforcing a strict fear of failure combined with harsh administrative penalties for mistakes
(B) Granting complete financial and operational immunity regardless of institutional performance outcomes
(C) Reducing work complexity and task difficulty down to elementary routine operational levels
(D) Training in feedback seeking, goal setting, personal responsibility, and success visualization

81. In Vroom's Expectancy Theory, 'Valence' can range numerically from:
(A) -1 to +1
(B) 0 to +1
(C) -10 to +10
(D) 0 to 100

82. Consider the following factors in a school environment:
I. Base Salary and allowances
II. Job Security and tenure rules
III. Interpersonal relations with colleagues
IV. Working conditions and administrative policies
According to Herzberg's Two-Factor Theory, how are all four of these factors collectively classified?
(A) Motivator Factors
(B) Self-Actualization Factors
(C) Hygiene Factors
(D) Expectancy Factors

83. When a school administrator uses punishment to suppress undesirable behavior, which of the following is a major administrative limitation?
(A) It does not teach the employee what the desirable alternative behavior is.
(B) It permanently eliminates the unwanted behavior immediately.
(C) It increases intrinsic motivation and organizational loyalty.
(D) It requires zero administrative effort or monitoring.

84. Which of the following statements regarding intrinsic vs. extrinsic motivation is CORRECT?
(A) Extrinsic motivation is always superior and longer-lasting than intrinsic motivation.
(B) Extrinsic motivation cannot be influenced by school leadership or rewards.
(C) Intrinsic motivation relies entirely on financial bonuses and external praise.
(D) Intrinsic motivation stems from the inherent interest or enjoyment of the task itself.

85. In Alderfer's ERG Theory (a major adaptation of Maslow's model), what do the letters E, R, and G stand for?
(A) Effort, Results, Growth
(B) Existence, Relatedness, Growth
(C) Esteem, Respect, Guidance
(D) Energy, Reinforcement, Goal

86. How does Alderfer's ERG Theory differ fundamentally from Maslow's Hierarchy of Needs?
(A) ERG theory proposes a strict, unyielding 7-tier rigid hierarchy of human motivation

Downloaded from www.pdf.tube

(B) Extrinsic Hygiene Factors
(C) Cognitive Drives
(D) Growth Needs

122. Which theoretical model stresses that an individual's motivation is determined by the multiplying combination of how much they want a reward, and their assessment of the likelihood that effort will bring that reward?
(A) Maslow's Need Hierarchy
(B) Vroom's Expectancy Theory
(C) McGregor's Theory X and Y
(D) Herzberg's Dual-Factor Theory

123. Which of the following is a primary characteristic of a high 'nPow' (Need for Power) individual in a school management context?
(A) Strong urge to influence, guide, direct, and exercise control over organizational processes
(B) Strong desire to maintain social harmony and avoid interpersonal workplace conflict at all costs
(C) Total cognitive and behavioral indifference toward institutional hierarchy and formal leadership roles
(D) Focus strictly on solitary individual research work without managing or supervising other staff

124. In Reinforcement Theory, presenting an undesirable consequence to decrease an unwanted behavior is known as:
(A) Positive Reinforcement
(B) Negative Reinforcement
(C) Punishment
(D) Extinction

125. Which of the following leadership actions is an application of McGregor's Theory Y assumptions?
(A) Installing hidden camera surveillance in classrooms to monitor teacher attendance
(B) Imposing daily written logbook submissions for every minute spent in school
(C) Retaining all financial and administrative approval power strictly with the Principal
(D) Involving teachers in school policy formulation and trusting them with autonomous projects

126. What is meant by the 'Overjustification Effect' in motivation research?
(A) Continuously increasing employee workload automatically raises overall intrinsic task motivation.
(B) Formally punishing employees always increases their long-term institutional loyalty and performance.
(C) Large extrinsic rewards for an intrinsically enjoyable task can decrease intrinsic motivation.
(D) Extrinsic incentives and monetary rewards have zero measurable impact on human work performance.

127. According to Maslow, which needs are considered 'Deficiency Needs' (D-needs)?
(A) Self-Actualization needs only
(B) Physiological, Safety, Social, and Esteem needs
(C) Growth and Cognitive needs only
(D) Aesthetic and Transcendence needs only

MCQGPT

128. In Maslow's framework, 'Being Needs' (B-needs) refer primarily to:
(A) Physiological and survival needs
(B) Safety and security needs
(C) Basic salary and working conditions
(D) Self-Actualization needs

129. A school Principal who wishes to decrease teacher tardiness stops issuing verbal reprimands as soon as teachers begin arriving on time. This administrative technique is:
(A) Negative Reinforcement
(B) Positive Reinforcement
(C) Extinction
(D) Classical Conditioning

130. A newly appointed Principal observes that teachers in a school display high compliance with basic routine rules but zero initiative or enthusiasm for creative extracurricular programs. Assessment shows teachers feel secure in their jobs (Safety met) and have good peer relations (Social met), but feel their individual talents are completely unrecognized by administration. According to Maslow, which need level must the Principal address next to promote self-directed initiative?
(A) Physiological needs
(B) Safety needs
(C) Esteem needs
(D) Security needs

131. Which of the following is a limitation of Maslow's Need Hierarchy in educational administrative practice?
(A) Needs do not always progress linearly;

24. (A) Creating an organizational environment where teachers achieve personal goals by striving toward school objectives
A Theory Y leadership approach focuses on establishing an empowering organizational environment where staff members can fulfill personal growth needs while working toward institutional objectives. School leaders adopting Theory Y emphasize decentralization, delegation, collaborative decision-making, and job enrichment, thereby fostering self-direction, mutual trust, professional autonomy, and sustained instructional enthusiasm across all academic departments.

25. (B) It encourages participative management, delegation of authority, and job enrichment for teachers.
Applying Theory Y in educational leadership shifts institutional administration away from coercive oversight toward participative management, delegated authority, and job enrichment. Recognizing teachers' innate desire for responsibility and professional development encourages administrators to foster collaborative planning, empower staff initiative, promote shared leadership, and build an organizational environment founded on trust and mutual respect.

26. (B) Need for Achievement, Need for Power, Need for Affiliation
David McClelland's Acquired Needs Theory identifies three primary socio-motivational drivers learned through culture and life experiences: the Need for Achievement (nAch), the Need for Power (nPow), and the Need for Affiliation (nAff). These distinct motivational needs influence how individuals approach goal attainment, authority dynamics, workplace relationships, and leadership roles within organizations.

27. (A) A preference for moderate-risk tasks, immediate feedback, and personal performance accountability
Individuals driven by a high Need for Achievement (nAch) seek personal responsibility, moderate-risk targets, and concrete performance feedback. They are motivated by mastering challenging tasks, achieving excellence, and setting realistic benchmarks rather than relying on luck or excessive risk. Clear, measurable outcomes allow them to evaluate personal progress and continually refine their performance standards.

28. (A) Both A and R are true and R is the correct explanation of A
McClelland distinguished between personal power, which seeks individual dominance, and institutional or socialized power, which focuses on empowering the organization and achieving collective goals. Administrators high in institutional power establish strategic benchmarks, clear operational systems, and supportive working environments, guiding staff toward high performance and building long-term organizational capability and efficiency.

29. (D) Strong interpersonal interaction, collaborative teamwork, and conflict reconciliation
Individuals with a high Need for Affiliation (nAff) prioritize forming positive interpersonal relationships, maintaining team harmony, avoiding social conflict, and securing peer acceptance. They excel in collaborative roles, peer mentoring programs, cooperative project teams, and conflict resolution initiatives where supportive communication, active empathy, and mutual trust are essential for success.

30. (C) Thematic Apperception Test (TAT)
David McClelland primarily utilized the Thematic Apperception Test (TAT) to assess individual motivational profiles. This projective psychological technique requires subjects to interpret ambiguous visual scenes, allowing researchers to analyze underlying cognitive themes and determine the relative strength of an individual's Need for Achievement, Need for Power, and Need for Affiliation.

31. (B) Valence, Instrumentality, Expectancy
Victor Vroom's Expectancy Theory posits that human motivation is determined by a multiplicative combination of three key cognitive variables: Expectancy (effort-to-performance probability), Instrumentality (performance-to-reward belief), and Valence (perceived value of the outcome). If any single component in this multiplicative formula equals zero, total workplace motivation drops to zero.

Click Here to Buy book on Flipkart

and consistently redirect conversations strictly to lesson plans. Over time, personal phone usage drops significantly. This approach illustrates:
(A) Positive Reinforcement
(B) Punishment
(C) Extinction
(D) Theory X autocratic intervention

141. Which motivation theory directly supports the implementation of participatory decision-making, staff autonomy, and job enrichment in school administration?
(A) McGregor's Theory X
(B) Taylor's Scientific Management
(C) Skinner's Punishment Model
(D) McGregor's Theory Y

142. In Locke's Goal-Setting Theory, which two attributes of goals are most strongly linked to high performance?
(A) Goal Vagueness and Goal Ease
(B) Goal Ambiguity and Goal Generality
(C) Goal Specificity and Goal Difficulty (Challenge)
(D) Goal Secrecy and Goal Imposition

143. Which of the following conditions is necessary for Goal-Setting Theory to function effectively in a school setting?
(A) Teachers must lack feedback on their performance.
(B) Teachers must possess the required ability/skills and be committed to the goals.
(C) Goals must be changed daily without notice.
(D) Goals must be impossibly high so no one can achieve them.

144. According to Herzberg, which of the following is considered a 'Hygiene' factor rather than a 'Motivator'?
(A) Recognition for achievement
(B) Work itself
(C) Opportunity for advancement
(D) Technical supervision and administration policies

145. A teacher who feels a deep personal duty to mentor underprivileged students, deriving immense internal joy from student growth without demanding external rewards, exhibits:
(A) Intrinsic Motivation
(B) Extrinsic Motivation
(C) Instrumental Motivation
(D) Avoidance Motivation

146. How does 'Instrumentality' differ from 'Expectancy' in Vroom's framework?
(A) Expectancy links reward to personal goals; Instrumentality links effort to safety.
(B) Expectancy is always negative; Instrumentality is always positive.
(C) Expectancy (E → P) links effort to performance; Instrumentality (P → R) links performance to rewards/outcomes.
(D) Expectancy applies to managers; Instrumentality applies to teachers.

147. What is a key administrative outcome of high job satisfaction among school staff?
(A) Increased organizational citizenship behavior and positive school climate
(B) A substantially higher rate of teacher turnover intention, absenteeism, and professional burnout
(C) Complete elimination of the practical need for formal administrative school leadership
(D) An immediate and significant reduction in overall student enrollment across all academic grades

148. Which of the following is a major assumption of Douglas McGregor's Theory X regarding human resources?
(A) Employees actively seek administrative responsibility.
(B) Intellectual potential of average humans is fully utilized in modern organizations.
(C) Intrinsic motivation is the primary driver of work behavior.
(D) Most employees inherently prefer security and clear direction over taking initiative.

149. According to David McClelland, an institution functions best when key administrative leaders possess a high Need for Institutional Power that is:
(A) Directing administrative authority toward personal self-aggrandizement and individual vanity
(B) Disciplined and directed toward achieving collective institutional goals
(C) Remaining completely unchecked by formal administrative guidelines, rules, or ethical standards
(D) Subordinating organizational objectives entirely to avoiding minor interpersonal conflict with staff

Downloaded from www.pdf.tube

individuals may seek self-actualization despite lower deficits
(B) It provides no theoretical or practical framework whatsoever for understanding human motivation needs
(C) It assumes that direct financial compensation is the single and only true motivator of human behavior
(D) It applies strictly and exclusively to manual industrial assembly line workers in manufacturing plants

132. Herzberg's concept of 'Hygiene Factors' is also commonly referred to as:
(A) Satisfiers or Growth factors
(B) Primary Drivers
(C) Cognitive Stimuli
(D) Dissatisfiers or Maintenance factors

133. Herzberg's 'Motivators' are also known as:
(A) Maintenance Factors
(B) Satisfiers or Intrinsic Job Content factors
(C) Environmental Context factors
(D) Hygiene Drivers

134. In McClelland's theory, employees with a high Need for Achievement (nAch) perform best when given:
(A) Unrealistic performance targets characterized by an extreme risk of complete task failure
(B) Simple, routine tasks where success is fully guaranteed without requiring meaningful effort
(C) Moderate-risk goals with personal responsibility and clear, unambiguous results
(D) Vague and ill-defined work assignments combined with zero outcome tracking mechanisms

135. According to Adams' Equity Theory, equity exists when an individual perceives that:
(A) Their outcomes are strictly higher than everyone else's outcomes regardless of inputs
(B) Inputs are zero while outcomes are maximized
(C) All staff members receive identical rewards regardless of qualifications, effort, or performance
(D) Their outcome-to-input ratio is equal to the outcome-to-input ratio of a relevant comparison referent

136. What is the fundamental focus of McGregor's Theory X leadership paradigm?
(A) Control, authority, surveillance, and directive management
(B) Self-direction, empowerment, and trust
(C) Laissez-faire detachment and complete freedom
(D) Shared vision and transformational inspiration

137. Under Theory Y, the primary task of administrative management is to:
(A) Coerce, control, and threaten staff to achieve minimal baseline institutional compliance
(B) Align organizational conditions so employees achieve personal goals through school objectives
(C) Centralize all operational and academic decision-making strictly within top executive offices
(D) Standardize strict punitive disciplinary measures for all forms of organizational deviation

138. In Vroom's Expectancy Theory, if an employee perceives that performance level has no bearing on whether they will receive a reward, Instrumentality value is:
(A) 1.0
(B) 0
(C) +10
(D) Infinite

139. Which of the following strategies is an application of Skinner's 'Extinction' in managing workplace behavior?
(A) Withholding positive attention or rewards that previously reinforced an unwanted behavior
(B) Issuing a formal administrative warning letter under civil service conduct rules
(C) Deducting employee pay and leave balances for unexcused workplace absence
(D) Formally promoting an employee for demonstrating outstanding academic research work

140. A Principal notices that several teachers spend significant instructional time on personal phone calls during school hours because previous administration routinely tolerated and laughed along with this behavior. To eliminate this unwanted practice without immediately resorting to formal disciplinary sanctions, the Principal instructs all coordinators to stop validating or reacting to non-work discussions

MCQGPT

ANSWERS

1. (A) It is an internal state or force that energizes, directs, and sustains goal-oriented behavior within an organization.
Organizational behavior defines motivation as a psychological force that initiates, guides, and maintains targeted actions over time. It drives individuals to exert effort toward achieving personal and institutional objectives. By energizing behavior, directing focus, and sustaining persistence, motivation serves as a primary determinant of individual productivity, engagement, and operational effectiveness within organizational environments.

2. (C) By activating human energy, directing goal-seeking action, and sustaining persistence toward educational objectives
In educational leadership, motivation activates human energy and aligns personal dedication with institutional success. It encourages educators to systematically channel effort toward pedagogical objectives, maintain perseverance through teaching challenges, and continuously enhance classroom outcomes. High motivation directly elevates teacher commitment, fosters instructional quality, and optimizes institutional administrative efficiency across diverse academic programs and school environments.

3. (A) Intrinsic motivation
Intrinsic motivation occurs when an individual engages in an activity purely for inherent satisfaction, personal fulfillment, or genuine internal interest rather than for external financial rewards or formal administrative accolades. When educators voluntarily dedicate extra effort toward designing innovative instructional materials without external compensation, their actions are driven by self-determined intellectual passion and internal creative fulfillment.

4. (D) Granting a public commendation certificate and performance allowance to teachers meeting annual targets
Extrinsic motivation involves incentivizing desirable behavior through tangible or symbolic external rewards, formal recognition, or administrative incentives. Granting public commendation certificates and performance allowances serves as a classic application of external reinforcement. These external mechanisms aim to encourage target achievement, reinforce organizational expectations, and stimulate compliance by linking professional performance to tangible organizational outcomes and rewards.

5. (B) The locus of causality and source of satisfaction associated with the task
The core distinction between intrinsic and extrinsic motivation resides in the locus of causality and the primary source of personal satisfaction. Intrinsic motivation stems from internal satisfaction, autonomy, and interest inherent in the task itself. In contrast, extrinsic motivation relies on external drivers, including financial compensation, administrative approvals, environmental pressures, or formal institutional recognition.

6. (C) A need that is substantially satisfied no longer serves as a primary motivator of behavior.
Abraham Maslow's Need Hierarchy Theory operates on the fundamental principle that human needs are arranged in a progressive hierarchy. According to this model, once a lower-level need is substantially satisfied, it ceases to motivate behavior, causing the individual to advance upward to seek satisfaction of the next unfulfilled higher-order need in the hierarchical sequence.

7. (D) Providing clean drinking water, restroom facilities, and timely basic salary payments
In Maslow's hierarchy, physiological needs represent the fundamental physical requirements necessary for basic human survival and daily functioning. Within an institutional school setting, these basic needs encompass fundamental physical provisions such as clean drinking water, adequate restroom facilities, adequate ventilation, and timely payment of basic salaries required to secure essential food, shelter, and basic living necessities.

Click Here to Buy book on Amazon

8. (A) Both A and R are true and R is the correct explanation of A
According to Maslow's motivation model, safety and security needs form the foundational base that must be satisfied before individuals can focus on higher-level self-actualization and creative development goals. School leadership must establish foundational job security, clear operational guidelines, and safe physical working conditions to enable teaching faculty to confidently embrace pedagogical innovation.

9. (B) Social / Belongingness needs
Social and belongingness needs in Maslow's theoretical hierarchy encompass meaningful interpersonal relationships, peer acceptance, workplace affiliation, and active group inclusion. When an employee experiences feelings of social isolation, exclusion from administrative committees, or detachment from professional colleagues, their fundamental psychological need for belongingness and social integration within the organizational framework remains unsatisfied.

10. (B) Esteem needs
Esteem needs in Maslow's motivation hierarchy involve the desire for respect, social status, formal recognition, personal prestige, and administrative appreciation. Organizational measures such as conferring academic titles, offering designated parking privileges, presenting excellence awards, and publicly praising accomplishments directly satisfy these self-esteem and social recognition requirements, fostering a positive professional self-image among staff members.

11. (A) The desire to realize one's full potential, personal growth, and self-fulfillment
Self-actualization represents the highest level in Maslow's hierarchy of needs, reflecting an individual's drive toward complete self-fulfillment, continuous personal development, and realization of latent potential. At this tier, individuals are motivated by autonomous growth, creative expression, mastering complex competencies, and achieving peak personal capabilities rather than seeking basic security or external social approval.

12. (D) I, II and III
Major empirical critiques of Maslow's theory emphasize that human needs do not strictly follow a rigid, linear sequence. Individuals frequently pursue higher-order self-actualization and personal growth goals despite experiencing severe deprivation of basic lower-order needs. Furthermore, the model fails to account for cultural variations where social belonging or collective goals take priority over individual needs.

13. (D) Hygiene factors and Motivator factors
Frederick Herzberg's Two-Factor Theory divides workplace characteristics into hygiene factors and motivator factors. Hygiene factors encompass extrinsic contextual conditions like salary, working environment, supervision, and institutional policies. Motivator factors involve intrinsic content elements such as personal achievement, professional recognition, challenging responsibilities, and career advancement, which directly drive internal work motivation and performance satisfaction.

14. (C) A neutral state of 'no dissatisfaction' without inducing high intrinsic motivation
According to Herzberg's Two-Factor Theory, hygiene factors maintain a baseline environment that prevents workplace discontent but does not directly stimulate high motivation. When an organization provides adequate salary, fair supervision, and safe physical working conditions, it successfully eliminates employee dissatisfaction, creating a neutral psychological state of 'no dissatisfaction' without necessarily inspiring intrinsic commitment or superior performance.

15. (B) The Principal addressed hygiene factors, which eliminate dissatisfaction without directly generating motivation.
Improving physical infrastructure, salary schedules, leave procedures, and environmental ventilation addresses extrinsic hygiene factors within Herzberg's motivation model. While resolving these workplace elements successfully removes dissatisfaction among staff, it fails to automatically generate enthusiastic motivation for academic innovation. True professional enthusiasm requires intrinsic motivators like delegated responsibility, personal growth, and meaningful professional recognition.

16. (D) Sense of personal achievement and professional growth opportunities
In Herzberg's motivation framework, motivator factors relate directly to intrinsic job content

MCQGPT

rather than external working environments. Elements such as a profound sense of personal achievement, meaningful growth opportunities, professional responsibility, and direct recognition serve as primary drivers that actively stimulate high job satisfaction, creative enthusiasm, and superior performance across organizational settings.

17. (A) The extrinsic job context and organizational environment
Herzberg's hygiene factors focus specifically on the extrinsic environment and context surrounding job execution rather than the intrinsic work duties themselves. These contextual factors include administrative policies, physical work conditions, monetary compensation, supervision quality, job security, and peer relations. Addressing hygiene factors prevents workplace dissatisfaction but does not inherently generate positive intrinsic job motivation.

18. (A) Both A and R are true and R is the correct explanation of A
Herzberg's Dual-Factor theory demonstrates that financial compensation and physical work conditions are extrinsic hygiene factors. While adequate hygiene provisions are essential to eliminate employee dissatisfaction, they do not inherently inspire exceptional performance or professional enthusiasm. High motivation requires intrinsic motivators, including challenging job responsibility, personal achievement, professional advancement, and meaningful administrative recognition.

19. (A) The methodology is method-bound, as individuals tend to attribute success to internal factors and failure to external environment.
A primary theoretical criticism of Herzberg's model highlights its method-bound nature, which relies heavily on self-reporting surveys. Employees naturally demonstrate a cognitive self-serving bias by attributing professional accomplishments and job satisfaction to their own internal effort and skills, while blaming workplace dissatisfaction on external administrative policies, supervisory behaviors, and institutional working conditions.

20. (D) Managers' underlying assumptions about human nature and how these shape managerial leadership style
Douglas McGregor developed Theory X and Theory Y to explain how administrators' implicit assumptions regarding human nature and employee attitudes influence leadership practices. Theory X assumes workers inherently dislike work and require strict control, whereas Theory Y assumes individuals possess self-direction, creativity, and intrinsic motivation, thereby dictating contrasting directive or participative administrative strategies.

21. (B) Average human beings have an inherent dislike of work and will avoid it if possible.
McGregor's Theory X is grounded in the administrative assumption that average individuals possess an inherent dislike for work and will actively avoid duties whenever possible. Consequently, management must employ coercive controls, close supervision, continuous surveillance, and explicit administrative sanctions to force employees to contribute toward achieving overall organizational goals and institutional directives.

22. (D) I, II, III and IV
Theory X management is characterized by coercive control, close supervision, centralized authority, minimal delegation, and assumptions of employee passivity. Administrators operating under Theory X enforce strict attendance monitoring, utilize punitive administrative warnings, avoid delegating decision-making power, and assume that staff members inherently lack ambition and require continuous administrative guidance to complete routine tasks.

23. (D) Possess inherent capacity for self-direction, creativity, and commitment when properly motivated
McGregor's Theory Y presents an optimistic view of human behavior, assuming that employees view work as natural and rewarding. It posits that individuals possess substantial capacity for self-direction, creative problem-solving, and professional commitment when properly motivated, seeking meaningful responsibility and personal fulfillment through alignment with organizational goals and institutional achievements.

Downloaded from www.pdf.tube

150. A Principal seeks to raise academic performance across all grades. Applying a comprehensive motivational strategy, the Principal ensures clean and supportive working conditions (Herzberg's Hygiene), involves teachers in setting clear, challenging departmental targets (Locke's Goal-Setting), provides direct autonomy and growth projects (Herzberg's Motivators), and publicly celebrates achievement (Maslow's Esteem / Skinner's Positive Reinforcement). This integrated approach demonstrates that effective school management requires:

(A) Exclusive reliance on a single, isolated motivation theory to solve all administrative problems

(B) Rejecting all formal operational leadership frameworks in favor of total laissez-faire detachment

(C) Combining content, process, and reinforcement strategies to address diverse employee drives

(D) Prioritizing administrative punishment as the primary operational tool for institutional growth

****

MCQGPT

32. (C) All three components—Expectancy, Instrumentality, and Valence—must be simultaneously positive.
In Vroom's Expectancy Theory, motivation operates as a mathematical product of Expectancy, Instrumentality, and Valence. Because the variables are multiplicative, if an employee perceives zero probability of effort leading to performance, zero probability of performance yielding a reward, or zero value in the reward itself, the resulting overall motivation will be completely absent.

33. (A) Effort put forth and the probability of achieving successful performance
In Vroom's framework, Expectancy represents an employee's subjective belief regarding the effort-to-performance relationship (E → P). It reflects the perceived probability that exerting a specific amount of effort will successfully lead to achieving target performance standards, influenced by self-efficacy, personal capability, training quality, and availability of necessary organizational resources.

34. (C) Successful task performance will lead to attaining a desired outcome or reward
Instrumentality in Vroom's Expectancy Theory refers to the subjective belief that attaining a specific level of job performance will successfully lead to receiving an expected organizational reward or outcome (P → R). It reflects an employee's trust in administrative fairness, organizational reliability, clear reward criteria, and transparent evaluation practices.

35. (A) Zero motivation because valence is zero in a multiplicative model
Vroom's Expectancy Theory defines motivation as the mathematical product of Expectancy, Instrumentality, and Valence. Even when an employee exhibits high effort-to-performance expectancy and high performance-to-reward instrumentality, assigning zero subjective value or importance to the offered reward results in a product of zero, completely eliminating workplace motivation.

36. (D) The strength of an individual's preference for a particular outcome or reward
Valence in Vroom's Expectancy Theory measures the strength of an individual's personal preference or value assigned to a specific workplace outcome or reward. Valence ranges from negative to positive values, reflecting whether an outcome is desirable, neutral, or undesirable, thus directly determining the individual's motivational drive toward achieving that outcome.

37. (B) The input-outcome ratio of relevant comparison others (referents)
J. Stacy Adams' Equity Theory posits that individuals evaluate workplace fairness by comparing their own ratio of job outcomes to inputs against the outcome-to-input ratio of relevant comparison others, known as referents. When employees perceive an imbalance between these ratios, they experience psychological tension and are motivated to reduce the perceived equity disparity.

38. (A) Both A and R are true and R is the correct explanation of A
According to Adams' Equity Theory, employees evaluate administrative fairness by comparing their input-outcome ratios with those of comparison referents. When a senior worker observes a junior peer receiving equal rewards for significantly less effort, a perception of under-reward inequity develops, creating psychological tension that drives the individual to restore balance through cognitive or behavioral adjustments.

39. (D) Effort, educational qualification, experience, and commitment
In Adams' Equity Theory, inputs represent the personal contributions, assets, and effort an employee invests in their organizational role. Common inputs include educational qualifications, professional experience, work effort, skill, technical expertise, time commitment, and enthusiasm. Outcomes, conversely, represent the financial compensation, status, benefits, and administrative recognition received from the institution.

40. (A) Reducing input or effort, changing referents, or distorting cognitive perceptions
When employees experience under-reward inequity according to Adams' Equity Theory, they experience psychological tension and seek to restore perceived fairness. Common behavioral and cognitive adjustments include reducing work effort, requesting higher outcomes, cognitively distorting input-outcome perceptions, selecting a different comparison referent, or ultimately

Click Here to Buy book on Flipkart

resigning from the organization to eliminate the unfairness.

41. (B) Specific, challenging, attainable, and backed by performance feedback
Edwin Locke's Goal-Setting Theory establishes that maximum task performance occurs when goals are specific, challenging, realistic, and accompanied by continuous performance feedback. Specific targets eliminate ambiguity, while challenging yet attainable standards mobilize effort and persistence, enabling individuals to focus cognitive energy and adjust performance strategies effectively over time.

42. (D) I, II, III and IV
Locke's Goal-Setting Theory demonstrates that goal specificity clarifies expectations, goal difficulty increases effort, goal commitment mobilizes persistence, and ongoing performance feedback allows progress tracking. Together, these four foundational principles create a robust cognitive mechanism that systematically enhances employee motivation, task execution, and overall performance standards within educational settings.

43. (A) Its environmental consequences
B.F. Skinner's Reinforcement Theory operates on the fundamental principle that human behavior is conditioned and determined by its environmental consequences. Behaviors followed by favorable outcomes are reinforced and repeated, whereas behaviors followed by unfavorable or punishing consequences are suppressed, establishing learning patterns through direct environmental interaction rather than internal cognitive constructs.

44. (C) Presenting a rewarding stimulus after a desired behavior to increase its frequency
In reinforcement theory, positive reinforcement involves presenting a favorable or rewarding stimulus immediately following the execution of a desirable behavior. By providing positive outcomes such as praise, financial incentives, or public recognition, administrators strengthen the targeted behavior, increasing the mathematical probability that the employee will repeat the action in future circumstances.

45. (D) Negative Reinforcement
Negative reinforcement strengthens a desired target behavior by removing or terminating an unpleasant stimulus when the desirable action is performed. When an administrator removes formal written warnings after an employee begins submitting required reports punctually, the removal of the unpleasant condition reinforces timely submission, thereby increasing the future frequency of the target behavior.

46. (C) Negative reinforcement strengthens desired behavior by removing an unpleasant stimulus, whereas punishment weakens unwanted behavior by applying an aversive stimulus.
The critical distinction between negative reinforcement and punishment lies in their behavioral objectives and operational mechanics. Negative reinforcement strengthens desirable behavior by withdrawing an unpleasant condition upon correct performance. Conversely, punishment aims to decrease or suppress undesirable behavior by presenting an aversive consequence or withholding a pleasant stimulus following an unwanted action.

47. (B) Reinforcement withholding leads to the gradual decrease and disappearance of a behavior.
In operant conditioning framework, extinction occurs when positive reinforcement maintaining a previously learned behavior is completely withheld. Without continued reinforcement, the targeted behavior gradually declines in frequency and intensity over time, eventually disappearing altogether as the individual learns that the action no longer yields the expected organizational or environmental outcome.

48. (A) Both A and R are true and R is the correct explanation of A
Overreliance on punitive administrative sanctions tends to create organizational anxiety, low morale, and superficial compliance without genuine commitment. Reinforcement theory demonstrates that punishment suppresses unwanted behavior temporarily but fails to teach or motivate desirable alternative behaviors. Sustained performance improvement requires positive reinforcement to actively guide and encourage desired professional practices.

49. (A) Physiological, Safety, and Social needs
Comparing motivation models reveals that Herzberg's hygiene factors correspond directly to Maslow's lower-order deficiency needs, specifically physiological, safety, and social/

MCQGPT

belongingness levels. Both theories recognize that basic working conditions, physical security, competitive compensation, fair administrative policies, and healthy workplace relationships are necessary baseline requirements to prevent organizational dissatisfaction.

50. (C) Need for Achievement and Need for Power
Synthesizing motivation frameworks shows that Herzberg's intrinsic motivators align closely with McClelland's acquired needs for achievement and power. Factors like professional recognition, responsibility, growth, and task mastery satisfy the need for personal accomplishment (nAch) while fulfilling the drive for influence, professional leadership, and institutional impact (nPow) within organizational settings.

51. (A) Vroom's Expectancy Theory
Victor Vroom's Expectancy Theory explicitly highlights cognitive evaluations, where individuals calculate effort-to-performance expectations, performance-to-reward instrumentalities, and outcome valences. This cognitive process model assumes that employees rationally weigh probabilities and potential outcomes before deciding how much effort to invest in achieving specific institutional targets and operational goals.

52. (D) I, II and III
Content theories identify internal human needs that drive motivation, while process theories examine the cognitive mechanisms directing and sustaining behavior over time. Scholars like Maslow, Herzberg, and McClelland represent content models by analyzing specific drives, whereas theorists like Vroom, Adams, and Locke represent process models by mapping dynamic behavioral calculations.

53. (B) Granting greater autonomy, vertical responsibility, and authority in designing specialized curriculum modules
Job enrichment involves vertical expansion of job duties, granting employees increased autonomy, decision-making authority, accountability, and opportunities for professional growth. In a school setting, allowing teachers independence to design specialized curriculum modules directly applies Herzberg's motivator principles, transforming routine work into an enriching, intrinsically satisfying, and professionally engaging experience.

54. (C) Moderately challenging academic targets with personal responsibility and clear feedback mechanisms
To effectively motivate individuals demonstrating a high Need for Achievement (nAch), organizational leaders should assign moderately challenging tasks accompanied by personal accountability and clear performance feedback. High achievers thrive when solving complex problems requiring effort and skill, while avoiding both excessively easy tasks with low accomplishment and unrealistically risky goals.

55. (D) Streamlining administrative paperwork, clarify job roles, and resolve working conditions to eliminate dissatisfaction.
When teacher morale declines due to excessive paperwork, administrative ambiguity, and poor environment, Herzberg's framework requires immediate intervention regarding hygiene factors. Eliminating administrative red tape, clarifying institutional roles, and improving physical working conditions removes widespread dissatisfaction, establishing a stable baseline environment required before intrinsic motivators can effectively inspire innovation.

MCQGPT

56. (A) Providing instructional autonomy and supporting continuous professional growth
Fostering intrinsic motivation among teaching staff requires leaders to promote instructional autonomy, self-direction, and continuous professional development. When educators experience genuine ownership over their pedagogical practices and receive support for continuous growth, they derive satisfaction from the teaching process itself rather than relying on external rewards or supervisory pressure.

57. (B) Jointly set, specific, challenging yet realistic, and monitored with periodic feedback
Applying Locke's Goal-Setting Theory in school management requires setting specific, challenging, attainable academic goals through collaborative participation. Pairing clear quantitative benchmarks with continuous feedback enables teaching faculty to direct cognitive effort, track instructional progress, maintain commitment, and continuously adapt pedagogical strategies to meet high institutional standards.

security deficits, financial constraints, or sub-optimal physical working conditions.

132. (D) Dissatisfiers or Maintenance factors
Herzberg's hygiene factors are also known as dissatisfiers or maintenance factors. They encompass extrinsic job context elements—such as salary, administrative supervision, policies, and working conditions—that are necessary to maintain a baseline environment. Adequate hygiene factors prevent employee dissatisfaction but do not directly generate intrinsic job motivation or high satisfaction.

133. (B) Satisfiers or Intrinsic Job Content factors
Herzberg's motivators are commonly termed satisfiers or intrinsic job content factors in organizational literature. These factors focus on actual work responsibilities, personal achievement, formal recognition, autonomy, and professional growth opportunities. Fulfilling motivator needs directly drives positive job satisfaction, psychological ownership, creative engagement, and superior long-term performance across educational settings.

134. (C) Moderate-risk goals with personal responsibility and clear, unambiguous results
In McClelland's Acquired Needs Theory, individuals with a high Need for Achievement (nAch) perform optimally when assigned moderate-risk goals that offer personal accountability and clear results. High achievers prefer challenging targets where success depends on personal skill and effort rather than chance, avoiding both trivial tasks and extreme risks.

135. (D) Their outcome-to-input ratio is equal to the outcome-to-input ratio of a relevant comparison referent
According to Adams' Equity Theory, state of perceived equity exists when an individual perceives that their own outcome-to-input ratio equals the outcome-to-input ratio of a relevant comparison referent. When this cognitive ratio is balanced, the employee experiences administrative fairness, emotional satisfaction, and psychological stability within the organization.

136. (A) Control, authority, surveillance, and directive management
McGregor's Theory X paradigm centers on tight administrative control, formal authority, continuous surveillance, and directive leadership. Operating on assumptions that employees inherently dislike work and avoid responsibility, Theory X management relies on strict rules, close supervision, top-down directives, and coercive measures to ensure organizational compliance and task execution.

137. (B) Align organizational conditions so employees achieve personal goals through school objectives
Under Theory Y, the primary task of administrative management is establishing organizational conditions that allow employees to achieve personal goals by striving toward institutional objectives. Administrators focus on creating empowering environments, delegating authority, fostering participative decision-making, and enriching job responsibilities to align staff self-direction with overall school success.

138. (B) 0
In Vroom's Expectancy Theory, Instrumentality measures the perceived subjective probability that achieving target performance will result in receiving expected organizational rewards ($P \rightarrow R$). If an employee perceives that performance level has no impact on whether rewards are delivered, Instrumentality value equals 0, eliminating overall workplace motivation.

139. (A) Withholding positive attention or rewards that previously reinforced an unwanted behavior
In Reinforcement Theory, applying extinction involves completely withholding positive reinforcement or social attention that previously sustained an undesirable behavior. Without reinforcing consequences, the targeted unwanted workplace action gradually decreases in frequency and intensity over time, eventually disappearing altogether without resorting to formal punitive administrative sanctions in organizations.

140. (C) Extinction
Withholding positive social reinforcement or attention that maintained non-work discussions applies Skinner's extinction concept. By instructing coordinators to ignore off-topic talk and redirect conversations to lesson planning, the administrator removes reinforcing consequences, leading to a steady decline and eventual elimination of the unwanted behavior during working hours.

Downloaded from www.pdf.tube

increased operational autonomy, decision-making responsibility, control over execution, and opportunities for professional development, directly satisfying higher-level growth needs.

67. (A) Autocratic / Directive leadership
Under McGregor's Theory X, administrators who believe employees are inherently lazy, self-centered, unmotivated, and resistant to change adopt an autocratic or directive leadership style. This managerial approach relies heavily on tight centralized control, continuous supervisory surveillance, explicit operational rules, and formal coercive sanctions to force compliance.

68. (A) Both A and R are true and R is the correct explanation of A
Applying Theory X coercive management strategies to highly educated professionals creates resentment and frustration. Qualified professionals typically seek autonomy, personal growth, and self-direction in alignment with Theory Y assumptions. Rigid surveillance and excessive control undermine professional trust, destroy intrinsic motivation, and diminish overall operational effectiveness within academic institutions.

69. (B) Socialized power combined with moderate achievement and balanced affiliation
According to McClelland, effective institutional leaders possess a high need for socialized or institutional power, balanced by moderate achievement drives and controlled affiliation needs. Socialized power focuses on empowering teams, establishing systems, and directing collective efforts toward institutional goals, rather than seeking personal dominance or prioritizing individual popularity over organizational success.

70. (C) Expectancy
In Vroom's Expectancy Theory, Expectancy represents the perceived subjective probability that exerting effort will result in successful task performance (E → P). If a teacher believes that severe material shortages will prevent successful performance regardless of personal effort invested, effort-to-performance Expectancy equals zero, thereby eliminating motivation.

71. (D) Instrumentality
In Vroom's framework, Instrumentality is the subjective belief that achieving target performance will successfully lead to receiving promised organizational outcomes or rewards (P → R). If a teacher reaches performance expectations but believes administration will fail to deliver promised recognition, Instrumentality drops to zero, reducing overall motivation to zero.

72. (D) I, II and III
Delegating curriculum planning, establishing peer feedback loops, and involving faculty in setting academic targets reflect Theory Y management principles. These participatory strategies grant professional autonomy, foster intrinsic motivation, encourage self-direction, and cultivate psychological ownership, aligning teacher goals with institutional success through shared responsibility and continuous growth.

73. (B) Equity tension or guilt, leading to rationalization or increased effort to justify rewards
Adams' Equity Theory suggests that over-reward inequity generates cognitive dissonance, guilt, or equity tension. When an employee perceives receiving higher outcomes relative to inputs compared to a referent peer, they may attempt to reduce tension by cognitively rationalizing the reward differential or increasing work effort to justify the higher compensation.

74. (B) Issuing a written praise letter and publishing the teacher's achievement in the school newsletter
Positive reinforcement in administrative leadership involves delivering a favorable or rewarding stimulus immediately after a desirable performance behavior occurs. Issuing a formal letter of praise and publicly highlighting teacher achievements in institutional newsletters serves as a positive reinforcer, encouraging repeat performance and fostering high instructional commitment across the organization.

75. (A) Extinction
In operant conditioning, extinction involves withholding positive attention or social reinforcement that previously maintained an undesirable behavior. When an administrator deliberately ignores off-topic interruptions and refrains from providing attention, the disruptive action loses its reinforcing consequence, leading to a gradual reduction and eventual disappearance of the disruptive behavior.

MCQGPT

76. (C) Physiological needs
In Maslow's original hierarchy of needs, physiological needs occupy the lowest, most foundational tier. These encompass basic biological survival requirements such as food, water, sleep, shelter, and physical health. Fulfilling physiological needs is essential before higher-level safety, social, esteem, and self-actualization needs can emerge as primary motivators of human behavior.

77. (D) Abraham Maslow
While neurologist Kurt Goldstein originally coined the term 'Self-Actualization' in organismic theory, psychologist Abraham Maslow popularized and integrated the concept into motivational literature. Maslow positioned self-actualization at the apex of his human need hierarchy, conceptualizing it as the ultimate psychological drive to fulfill personal potential and achieve creative growth.

78. (A) Both A and R are true and R is the correct explanation of A
Locke's Goal-Setting Theory demonstrates that specific, challenging targets yield higher task performance than general, ambiguous directives like "do your best." Specific goals reduce role confusion and direct attention, while challenging goals mobilize cognitive effort and persistence, making clear goal definition essential for effective school leadership and staff performance.

79. (B) Assigning full responsibility for an innovative STEM project with public recognition
In Herzberg's Two-Factor Theory, shifting employees from 'no dissatisfaction' to 'high satisfaction' requires intrinsic motivators related to job content. Granting complete responsibility over an innovative STEM initiative combined with formal recognition fulfills growth, achievement, and responsibility needs, transforming routine baseline neutral attitudes into enthusiastic professional commitment.

80. (D) Training in feedback seeking, goal setting, personal responsibility, and success visualization
McClelland demonstrated that the Need for Achievement (nAch) can be cultivated through targeted psychological and managerial training. Educating individuals to establish realistic goals, accept personal accountability, actively seek constructive performance feedback, and visualize successful task execution systematically develops achievement-oriented behaviors and enhances intrinsic motivation across organizational settings.

81. (A) -1 to +1
In Vroom's Expectancy Theory, Valence represents an individual's preference for a specific outcome, mathematically scaled from -1 to +1. A valence of -1 indicates strong avoidance of an undesirable outcome, 0 represents total indifference, and +1 reflects a strong preference for attaining a highly valued organizational reward or result.

82. (C) Hygiene Factors
Under Herzberg's Two-Factor Theory, base salary, job security, interpersonal relations, physical working conditions, and administrative policies represent extrinsic hygiene factors. These environmental elements relate to the job context rather than work content; providing them prevents workplace dissatisfaction but does not directly inspire high intrinsic motivation or superior job performance.

83. (A) It does not teach the employee what the desirable alternative behavior is.
A primary limitation of using punishment in management is that while it temporarily suppresses unwanted behavior, it fails to teach or reinforce desirable alternative behaviors. Furthermore, reliance on punitive sanctions often generates negative emotional side effects like fear, anxiety, resentment, and reduced organizational trust, hindering long-term professional commitment.

84. (D) Intrinsic motivation stems from the inherent interest or enjoyment of the task itself.
Intrinsic motivation arises from the internal satisfaction, challenge, curiosity, or enjoyment derived directly from performing a task itself. Unlike extrinsic motivation, which relies on external incentives, financial compensation, or administrative approval, intrinsic drivers foster continuous personal engagement, high creative problem-solving, and sustainable professional dedication over extended periods.

85. (B) Existence, Relatedness, Growth
Clayton Alderfer formulated ERG Theory as a streamlined condensation of Maslow's hierarchy, categorizing human needs into Existence, Relatedness, and Growth. Existence needs cover

Click Here to Buy book on Amazon

fundamental physical survival; Relatedness needs address social and interpersonal relationships; and Growth needs focus on personal development, creative self-fulfillment, and continuous professional mastery.

86. (C) ERG theory includes a 'frustration-regression' element, allowing lower needs to re-emerge if higher needs are blocked.
Alderfer's ERG Theory differs fundamentally from Maslow's model by introducing a frustration-regression principle alongside satisfaction-progression. If an employee experiences continuous frustration while attempting to fulfill higher-level growth needs, their motivation regresses to re-emphasize lower-level relatedness or existence needs, recognizing that multiple needs operate simultaneously rather than strictly sequentially.

87. (D) Theory Y assumptions
A leader who involves faculty in institutional planning, respects professional expertise, and delegates operational authority reflects Douglas McGregor's Theory Y assumptions. This approach assumes that employees are naturally trustworthy, creative, and self-directed, thriving in environments that encourage shared decision-making, professional autonomy, and alignment of personal and organizational goals.

88. (A) Both A and R are true and R is the correct explanation of A
Publicly recognizing teacher accomplishments before colleagues satisfies social and esteem needs simultaneously. Public praise validates an individual's sense of belonging within the professional community (social need) while explicitly affirming their distinct instructional competence, achievement, and professional status (esteem need), reinforcing positive self-worth and institutional commitment.

89. (B) Prevention of job dissatisfaction, but not genuine intrinsic work motivation
In Herzberg's framework, conferring attractive titles and higher financial compensation addresses extrinsic hygiene factors. While improving these environmental conditions effectively prevents job dissatisfaction, it fails to generate genuine intrinsic motivation. Sustained enthusiasm requires intrinsic motivators such as challenging responsibilities, creative autonomy, personal achievement, and meaningful professional growth.

90. (B) Adams' Equity Theory
Adams' Equity Theory highlights cognitive dissonance resulting from perceived workplace unfairness. When employees compare their input-outcome ratio to a referent peer and detect an imbalance, psychological tension develops. This cognitive dissonance motivates individuals to restore perceived equity by altering effort, rationalizing outcomes, changing referents, or leaving the organization.

MCQGPT

91. (A) Goals are publicly stated, participatively set, and believed to be achievable
In Goal-Setting Theory, goal commitment reaches peak levels when targets are publicly stated, collaboratively established through participative management, and perceived as realistically achievable. Public commitment strengthens personal accountability, while collaborative goal setting ensures alignment with individual capabilities, increasing persistence and overall performance outcomes in work environments.

92. (D) I, II and III
Skinner's operant conditioning framework follows the Antecedent-Behavior-Consequence (A-B-C) model. Antecedents establish environmental cues setting the stage for action; Behavior represents the observable response performed by the individual; and Consequences immediately follow the action, directly determining whether the targeted behavior will be repeated, modified, or extinguished over time.

93. (D) Extrinsic Motivation driven by avoidance of negative consequences
A teacher working late primarily to avoid negative evaluations in an administrative report is operating under extrinsic motivation driven by punishment avoidance. The behavior is not performed for internal enjoyment, professional growth, or passion, but rather to avoid negative external consequences imposed by administrative surveillance and formal evaluation metrics.

94. (C) Demand personal loyalty and exercise dominance over subordinates for personal vanity
McClelland posited that individuals with an unchecked high need for personal power seek personal dominance, autocratic control, and individual vanity over organizational

113. (A) -1.0 and +1.0 (or 0 and 1.0 depending on operationalization)
In Vroom's Expectancy Theory, Instrumentality represents the subjective probability that achieving target performance will yield expected rewards. Depending on operationalization in organizational research, Instrumentality ranges from -1.0 (performance prevents outcome) to +1.0 (performance guarantees outcome), or from 0 to 1.0, reflecting the strength of perceived performance-reward relationships.

114. (C) Expectancy (E → P)
When an employee believes that personal effort will not produce target performance standards due to unrealistic metrics or resource constraints, effort-to-performance Expectancy (E → P) is compromised. According to Vroom, low Expectancy eliminates overall motivation, as individuals see no realistic probability of converting effort into successful task performance.

115. (A) High Theory Y orientation and satisfying environment
A school climate defined by mutual trust, open communication, shared respect, and teacher empowerment reflects a high Theory Y management orientation. This positive environment satisfies hygiene and motivation needs simultaneously, encouraging teacher autonomy, self-direction, organizational citizenship behavior, and sustained professional commitment across all educational departments.

116. (D) Job rotation shifts employees between tasks at the same level; job enrichment increases depth of responsibility.
Job rotation involves systematically shifting employees across different tasks of similar operational complexity without altering decision-making authority (horizontal loading). In contrast, job enrichment alters job depth by adding vertical responsibility, instructional autonomy, decision-making control, and personal growth opportunities, directly satisfying higher-level growth and self-actualization needs.

117. (B) Alderfer's ERG Theory
Clayton Alderfer's ERG Theory posits that human needs operate simultaneously rather than in a strict, sequential hierarchy. Unlike Maslow's traditional model, ERG theory allows individuals to pursue higher-order growth needs while simultaneously addressing lower-level existence or relatedness needs, incorporating a flexible frustration-regression mechanism when higher needs remain unfulfilled in workplace environments.

118. (C) Increasing inputs or cognitively re-evaluating the value of effort or referent outcomes
In Adams' Equity Theory, feeling over-rewarded creates psychological equity tension. To reduce this dissonance, individuals typically adjust cognitive perceptions by rationalizing the reward differential, re-evaluating their own capabilities, or increasing work inputs through higher effort, extra hours, and enhanced performance to justify the higher relative compensation received.

119. (D) It clarifies progress, helps adjust effort, and reinforces goal commitment
In Locke's Goal-Setting Theory, ongoing performance feedback is essential for sustained motivation. Feedback informs employees of their progress toward targets, enables necessary adjustments in strategy or effort, clarifies operational expectations, and reinforces goal commitment, ensuring that challenging goals effectively translate into superior task performance outcomes over time.

120. (A) Locke's Goal-Setting Theory
Organizing joint goal-setting sessions with specific academic targets and regular reflection meetings directly applies Edwin Locke's Goal-Setting Theory. Establishing clear, challenging, participative goals accompanied by periodic performance feedback directs cognitive focus, mobilizes group effort, increases task persistence, and significantly improves overall departmental academic performance across educational environments.

121. (B) Extrinsic Hygiene Factors
Under Herzberg's Two-Factor Theory, administrative policy, physical working conditions, status, compensation, and job security are classified as extrinsic hygiene factors. These factors constitute the work environment context; maintaining them prevents employee dissatisfaction but does not directly generate high intrinsic motivation or exceptional professional enthusiasm in workplace settings.

122. (B) Vroom's Expectancy Theory
Victor Vroom's Expectancy Theory asserts that motivation is determined by a multiplicative

Downloaded from www.pdf.tube

remains uncertain, this reinforcement pattern consistently produces high, stable response rates and exceptional resistance to behavioral extinction in human workplace settings.

104. (A) Variable-Ratio Reinforcement
In operant conditioning theory, a variable-ratio reinforcement schedule generates the highest resistance to behavioral extinction. Because rewards are delivered after an unpredictable number of correct responses, individuals continue performing the desirable behavior consistently over long periods, anticipating that the next response may trigger the expected favorable consequence.

105. (B) Fixed-Interval Schedule
An annual salary increment paid on a fixed date every year represents a fixed-interval reinforcement schedule in operant conditioning. Under this schedule, reinforcement becomes available only after a specific, predetermined period elapses, resulting in predictable behavioral patterns where performance typically surges immediately prior to the scheduled reward date.

106. (B) Identifying specific internal human needs, drives, and desires that energize behavior
Content theories of motivation focus primarily on identifying internal human needs, biological drives, and psychological desires that initiate and energize behavior. Frameworks developed by theorists like Maslow, Herzberg, and McClelland explore what specific factors motivate individuals, offering insight into foundational human requirements within organizational and educational environments.

107. (A) Vroom's Expectancy Theory
Vroom's Expectancy Theory is classified as a process theory of motivation because it examines how behavior is initiated, directed, sustained, and halted through cognitive calculations. Rather than simply listing internal needs, process theories analyze individual decision-making mechanisms involving perceived effort-to-performance links, performance-to-reward probabilities, and outcome valuations.

108. (C) Theory Y
A school principal asserting that teachers exercise self-direction and self-control when committed to institutional goals is demonstrating Douglas McGregor's Theory Y perspective. Theory Y assumes that employees find work natural, seek professional responsibility, possess innate creativity, and perform best when granted autonomy, trust, and alignment with organizational objectives.

MCQGPT

109. (D) Providing recognition, responsibility, and professional advancement opportunities
According to Herzberg's Two-Factor Theory, improving teacher job satisfaction requires implementing intrinsic motivator factors related directly to job content. Providing public recognition, delegating vertical responsibility, and offering clear opportunities for continuous professional advancement fulfill growth needs, generating genuine workplace enthusiasm, instructional dedication, and sustained performance improvements within educational institutions.

110. (C) Job enrichment
Restructuring a teaching role to include leadership over a new curriculum wing, paired with autonomous decision-making and formal recognition, exemplifies job enrichment. By increasing vertical responsibility, job depth, and professional growth opportunities, the administrator successfully utilizes Herzberg's intrinsic motivators to enhance job satisfaction, commitment, and enthusiasm.

111. (B) Highly innovative, target-oriented individual projects with clear feedback
In McClelland's Acquired Needs Theory, individuals high in Need for Achievement (nAch) excel when managing innovative, goal-oriented projects that provide personal accountability and clear performance feedback. High achievers thrive on moderate challenges requiring personal problem-solving skills, where success depends directly on individual competence rather than environmental chance.

112. (D) Immediate Reinforcement
Providing praise or feedback immediately following a desirable performance behavior illustrates the principle of immediate reinforcement in operant conditioning. Delivering reinforcement promptly strengthens the cognitive association between the target behavior and the positive outcome, maximizing the likelihood that the desired professional behavior will be repeated in the future.

58. (A) Both A and R are true and R is the correct explanation of A
Vroom's Expectancy Theory states that motivation depends on the belief that effort leads directly to successful performance. If teachers perceive that administrative obstacles, resource shortages, or bureaucratic delays will cause project failure regardless of effort, expectancy drops to zero, destroying workplace motivation despite high desired outcome values.

59. (A) Publicly acknowledging teacher achievements in meetings and delegating leadership roles
Maslow's esteem needs encompass recognition, self-respect, professional status, and appreciation from peers and leadership. Publicly acknowledging teacher accomplishments during official meetings and delegating strategic leadership roles directly fulfills these needs, boosting professional confidence, enhancing social standing, and reinforcing positive organizational self-identity within the institution.

60. (C) Involving them in collaborative committee work, peer mentoring, and community events
Teachers with a high Need for Affiliation (nAff) are motivated by positive social interactions, supportive teamwork, and harmonious interpersonal relationships. Assigning them to collaborative committees, peer mentoring roles, and community initiatives satisfies their desire for inclusion, belongingness, and cooperative work environments, maximizing their overall professional engagement and job satisfaction.

61. (D) Motivation is a future-oriented drive toward outcomes, while satisfaction is a present/past-oriented emotional attitude toward job experiences.
Motivation and job satisfaction are distinct psychological constructs in organizational behavior. Motivation represents a dynamic, future-oriented drive that energizes, directs, and sustains effort toward achieving specific goals. Conversely, job satisfaction is an evaluative, present- or past-oriented emotional attitude reflecting an individual's overall contentment with their workplace experiences, environment, and rewards.

62. (B) I, II and IV only
High job satisfaction among educational faculty positively correlates with reduced absenteeism, lower turnover intentions, and enhanced organizational citizenship behavior. However, satisfaction alone does not automatically guarantee high academic performance, as effective performance also depends heavily on individual capability, institutional resources, pedagogical training, and clear performance expectations.

63. (B) Intrinsic motivators like recognition, responsibility, and growth opportunities
In Herzberg's theoretical framework, true job satisfaction stems directly from intrinsic motivators related to job content. Factors such as meaningful work, formal recognition, personal responsibility, professional advancement, and growth opportunities drive genuine satisfaction and enthusiasm, whereas satisfying extrinsic hygiene factors merely eliminates dissatisfaction without creating high satisfaction.

64. (D) Both motivation drivers and intrinsic job satisfaction
When school leaders enrich teaching roles, deliver constructive professional feedback, and publicly celebrate creative pedagogy, they actively fulfill intrinsic motivators. These administrative actions simultaneously enhance internal motivation drivers and promote deep job satisfaction by fostering professional growth, personal autonomy, self-efficacy, and meaningful achievement within the educational environment.

65. (A) Micromanagement, lack of autonomy, and perceived administrative favoritism
Organizational climates characterized by micromanagement, lack of instructional autonomy, and perceived administrative favoritism severely damage intrinsic motivation and employee satisfaction. Restricting professional independence and demonstrating unfairness undermines trust, generates psychological frustration, reduces self-efficacy, and diminishes teacher enthusiasm, leading to high turnover and low instructional commitment.

66. (C) Job enlargement adds tasks of similar complexity (horizontal loading), whereas job enrichment adds higher responsibility and autonomy (vertical loading).
Job enlargement involves expanding job scope by horizontally adding diverse tasks of similar skill levels without increasing decision-making authority. Conversely, job enrichment involves vertical loading, granting employees

Click Here to Buy book on Flipkart

calculation combining desired reward valuation (Valence), performance-to-reward probability (Instrumentality), and effort-to-performance expectancy (Expectancy). This cognitive framework models how individuals evaluate effort choices based on expected institutional rewards and perceived personal capability.

123. (A) Strong urge to influence, guide, direct, and exercise control over organizational processes
In McClelland's framework, individuals with a high Need for Power (nPow) exhibit a strong drive to influence, direct, guide, and maintain administrative control over organizational processes and peers. When channels are constructive, high institutional power leaders establish strong benchmarks, coordinate team efforts, and mobilize resources to achieve collective goals.

124. (C) Punishment
In Skinner's Reinforcement Theory, punishment involves applying an aversive or undesirable consequence following an unwanted behavior to decrease its future frequency. While punishment rapidly suppresses undesirable workplace actions, it does not teach desirable alternative behaviors and may produce negative emotional side effects like fear, resentment, or administrative hostility.

125. (D) Involving teachers in school policy formulation and trusting them with autonomous projects
Involving faculty in policy formulation and granting project autonomy directly reflects Douglas McGregor's Theory Y assumptions. This administrative approach views staff as inherently capable, self-directed, and responsible, creating an organizational culture built on trust, professional empowerment, shared decision-making, and alignment between individual growth and institutional goals.

126. (C) Large extrinsic rewards for an intrinsically enjoyable task can decrease intrinsic motivation.
The overjustification effect occurs in psychological research when large extrinsic rewards are introduced for activities that individuals already find intrinsically interesting. External incentives shift cognitive focus from internal enjoyment to reward attainment, diminishing intrinsic motivation and making future task performance dependent on continuous external reinforcement rather than inherent personal satisfaction.

127. (B) Physiological, Safety, Social, and Esteem needs
In Maslow's hierarchy, physiological, safety, social, and esteem needs are classified as deficiency needs (D-needs). These needs arise from deprivation; satisfying them eliminates physiological or psychological deficits. Until deficiency needs are substantially met, individuals prioritize resolving these lower-level shortages before focusing on higher-order growth and self-actualization drives.

128. (D) Self-Actualization needs
In Maslow's motivation model, Being needs (B-needs) refer specifically to self-actualization and continuous growth drives. Unlike deficiency needs triggered by deprivation, B-needs represent the intrinsic desire to fulfill personal potential, expand creative capabilities, pursue continuous learning, and achieve self-fulfillment without depending on external environmental rewards or deficit reduction.

129. (A) Negative Reinforcement
Ceasing verbal reprimands as soon as employees begin arriving punctually illustrates negative reinforcement in operant conditioning. By removing the aversive stimulus (verbal reprimands) contingent upon performing the target behavior (punctual arrival), the administrator strengthens the desired action, increasing the probability that staff will arrive on time in the future.

130. (C) Esteem needs
When employees feel secure and maintain good peer relations but lack recognition for individual talents, Maslow's hierarchy indicates that esteem needs are currently unfulfilled. To cultivate self-directed initiative and professional enthusiasm, leadership must fulfill esteem requirements by publicly recognizing teacher contributions, celebrating achievements, and granting administrative responsibility.

131. (A) Needs do not always progress linearly; individuals may seek self-actualization despite lower deficits
A key limitation of Maslow's Need Hierarchy in educational management is its rigid assumption of linear progression. In reality, human needs operate flexibly; teachers frequently seek self-actualization, creative growth, and professional fulfillment even while experiencing lower-level

Downloaded from www.pdf.tube

effectiveness. Unlike socialized power leaders who build sustainable systems, personal power administrators demand loyalty to themselves, micromanage staff, and prioritize self-aggrandizement over institutional goals and team empowerment.

95. (B) Provide necessary equipment and resource support to raise effort-to-performance expectancy.
Using Vroom's Expectancy Theory, low effort caused by missing resources reflects low effort-to-performance Expectancy (E → P). To restore motivation, administration must provide necessary instructional tools, material support, and infrastructure, assuring teachers that increased personal effort will directly lead to successful task execution and achievement of target results.

96. (D) Other-Inside
In Adams' Equity Theory, comparing one's outcome-to-input ratio with a colleague in a different department within the same school constitutes an 'Other-Inside' referent comparison. This internal organizational assessment allows employees to evaluate relative fairness and reward distribution across departmental units operating under the same overarching institutional administration.

97. (A) Joint formulation of specific, measurable goals paired with periodic performance reviews
Management by Objectives (MBO) is a motivational strategy emphasizing joint formulation of clear, measurable targets between leaders and staff. By incorporating participative goal setting, explicit performance benchmarks, and structured periodic reviews, MBO aligns individual objectives with organizational priorities, fostering operational transparency, professional accountability, and enhanced employee commitment.

98. (A) Both A and R are true and R is the correct explanation of A
Intrinsic motivation is superior for complex, creative tasks because internal engagement fosters open-ended problem solving and deep cognitive processing. Introducing excessive extrinsic rewards for inherently interesting activities can cause the overjustification effect, narrowing cognitive focus, reducing intrinsic interest, and shifting motivation from personal enjoyment to external reward seeking.

99. (A) Adding vertical responsibility, authority, and control over work execution
Job enlargement involves expanding job breadth by horizontally adding similar task duties. In contrast, job enrichment increases job depth by vertically adding higher-level responsibilities, operational authority, autonomy, and control over execution, satisfying higher-order psychological needs for growth, personal achievement, and professional recognition within organizations.

MCQGPT

100. (D) David McClelland
David McClelland proposed the Acquired Needs Theory, asserting that core human motivational needs are not innate biological instincts, but are dynamically learned and developed through social environments, cultural background, and personal life experiences. His model highlights three primary acquired drives shaping human behavior: the needs for achievement, power, and affiliation.

101. (B) Prefers not attaining the outcome rather than attaining it
In Victor Vroom's Expectancy Theory, Valence measures the perceived attractiveness or value of a specific outcome. A negative valence indicates that an employee actively avoids or prefers not attaining that outcome due to perceived negative consequences, discomfort, or unwanted burdens associated with receiving that particular organizational result.

102. (D) I, II, III and IV
Continuous professional development, pedagogical autonomy, public recognition, and shared vision building directly address higher-order growth needs in motivation models. These integrated administrative strategies foster self-efficacy, intrinsic motivation, professional ownership, and self-actualization, encouraging educators to dedicate creative energy and continuous commitment to institutional excellence across all academic departments.

103. (D) Variable-Ratio Schedule
According to B.F. Skinner's operant reinforcement principles, a variable-ratio schedule delivers reinforcement after an unpredictable, varying number of desirable behavioral responses. Because the precise timing of reward delivery

141. (D) McGregor's Theory Y
McGregor's Theory Y provides theoretical support for participative decision-making, teacher autonomy, and job enrichment in educational administration. Assuming that individuals seek responsibility, exercise self-direction, and possess innate creativity, Theory Y encourages leadership strategies that empower staff, delegate authority, and foster intrinsic professional engagement across academic departments.

142. (C) Goal Specificity and Goal Difficulty (Challenge)
Locke's Goal-Setting Theory identifies goal specificity and goal difficulty (challenge) as the two primary attributes driving high performance. Specific goals reduce operational ambiguity by clarifying target expectations, while challenging yet attainable goals mobilize cognitive effort, increase task persistence, and direct focus toward achieving superior organizational outcomes in management.

143. (B) Teachers must possess the required ability/skills and be committed to the goals.
For Goal-Setting Theory to operate effectively in school administration, teachers must possess the requisite pedagogical skills and demonstrate high goal commitment. Specific and challenging goals enhance performance only when staff members have necessary competencies, appropriate material resources, and genuine dedication to achieving established educational benchmarks in institutions.

144. (D) Technical supervision and administration policies
Under Herzberg's Two-Factor Theory, technical supervision and administrative policies are classified as extrinsic hygiene factors. These contextual elements relate to the workplace environment rather than intrinsic job content; maintaining them prevents dissatisfaction but does not directly inspire high intrinsic motivation, job satisfaction, or creative professional effort among teaching staff.

145. (A) Intrinsic Motivation
A teacher who mentors students out of personal duty and internal joy without expecting external rewards exhibits intrinsic motivation. Intrinsic motivation stems from inherent satisfaction, passion, and personal values embedded in the activity itself, fostering sustained engagement, high empathy, and self-directed professional dedication without depending on external administrative incentives.

146. (C) Expectancy (E → P) links effort to performance; Instrumentality (P → R) links performance to rewards/outcomes.
In Vroom's Expectancy Theory, Expectancy (E → P) represents the subjective belief that personal effort will successfully lead to achieving target performance. Conversely, Instrumentality (P → R) represents the belief that achieving target performance will successfully result in receiving specific organizational rewards or outcomes, establishing a clear two-stage cognitive framework.

147. (A) Increased organizational citizenship behavior and positive school climate
High job satisfaction among educational faculty leads to positive organizational outcomes, including enhanced organizational citizenship behavior, reduced absenteeism, lower turnover rates, and a supportive institutional climate. Satisfied teachers are more willing to contribute extra voluntary effort, support peers, and actively collaborate to advance overall school effectiveness and student success.

148. (D) Most employees inherently prefer security and clear direction over taking initiative.
Douglas McGregor's Theory X operates on the assumption that most employees inherently prefer security, clarity, and explicit direction over taking personal initiative or responsibility. This perspective views workers as security-seeking, unmotivated, and resistant to change, justifying directive leadership, centralized control, close supervision, and continuous operational surveillance in administration.

149. (B) Disciplined and directed toward achieving collective institutional goals
McClelland posited that institutions function best when administrative leaders possess a high Need for Institutional Power that is disciplined and directed toward collective goals. Institutional power focuses on building team capacity, establishing operational standards, and guiding staff toward strategic priorities, avoiding personal self-aggrandizement while maintaining organizational structure and effectiveness.

Click Here to Buy book on Amazon

II. Teachers demonstrate pride in institutional achievements during public functions.
III. Teachers strictly limit their work to class hours and avoid co-curricular responsibilities.

Which of the above indicators are characteristic of HIGH morale?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

37. High staff morale directly contributes to institutional innovation because teachers feel:
(A) Guaranteed lifetime immunity from routine administrative supervision and performance reviews
(B) Entitled to freely alter the official syllabus prescribed by the educational board
(C) Psychologically safe to experiment with creative pedagogical methods without fear of failure
(D) Fully exempted from maintaining official daily lesson plans, attendance registers, and records

38. Which of the following is an early behavioral warning sign of declining or low morale among teaching staff?
(A) Increased voluntary requests for conducting extra remedial classes for academically weak students
(B) High rates of tardiness, enthusiasm loss, social withdrawal, and minimal task compliance
(C) Active contribution of innovative ideas and pedagogical strategies in academic staff meetings
(D) Formation of collaborative peer study groups among teachers for continuous professional growth

39. In a school suffering from low staff morale, administrative communication is typically characterized by:
(A) Open, transparent, multi-directional flow of ideas and feedback
(B) High reliance on collaborative digital discussion forums
(C) Proactive professional dialogue between department heads and administration
(D) Rumours, widespread cynicism, distortion of administrative intent, and deep mistrust

40. During a routine morning assembly walkthrough, the Vice-Principal notes that multiple teachers arrive late, stand disengaged at the perimeter, ignore student misbehavior, and express openly hostile remarks about upcoming inspection duties.
What is the primary operational diagnosis of this institutional scenario?
(A) Manifestation of low staff morale affecting discipline and professional commitment
(B) Routine post-examination fatigue requiring minor timetable and scheduling adjustments
(C) Systemic failure of the School Management Committee physical infrastructure
(D) Standard operational behavior during non-academic evaluation cycles across government institutions

41. Which of the following manifests as a classic symptom of low morale in staff room dynamics?
(A) Constructive debate on curriculum design and instructional strategies
(B) Shared celebration of student co-curricular and academic achievements
(C) Subgroup polarization, hostile gossip, and scapegoating of colleagues
(D) Voluntary organization of subject enrichment workshops for peer learning

MCQGPT

42. "Presenteeism"—a condition where employees are physically present at work but mentally disengaged and unproductive—is a direct manifestation of:
(A) Low organizational morale and psychological burnout
(B) High professional commitment combined with excessive workload
(C) Strict enforcement of biometric attendance systems
(D) Effective democratic supervision in modern schools

43. Which impact does persistent low teacher morale have on student academic performance?
(A) Positive, because students become highly self-reliant, independent learners capable of self-directed study
(B) Neutral, as student performance is entirely determined by socioeconomic home background and parental support
(C) Unpredictable, depending solely on annual examination question difficulty and external marking standards
(D) Negative, as teacher disengagement leads to

CHAPTER 11

Morale: Concept and Determining Factors

1. In administrative theory, how is organizational morale most accurately defined in the context of an educational institution?
(A) The immediate level of job satisfaction and emotional well-being experienced by individual teachers regarding their daily workload
(B) The collective attitude, enthusiasm, and spirit of dedication displayed by staff toward achieving school goals
(C) The degree of formal compliance and systemic adherence shown by school personnel toward administrative rules and statutory directives
(D) The statistical level of overall teacher retention and low employee absenteeism recorded over a full academic session

2. Morale is primarily characterized as a condition of mind that is:
(A) Dynamic, socio-psychological, and reflective of group cohesiveness toward organizational goals
(B) Static, non-adaptive, and purely determined by direct economic incentives provided to all individual employees
(C) Rigidly dependent exclusively on traditional formal supervision and strict, top-down authoritarian oversight
(D) A momentary, short-term emotional reaction to immediate administrative decisions and daily operational stress

3. Which of the following best differentiates morale from individual job satisfaction?
(A) Morale is fundamentally an individual psychological construct, whereas job satisfaction is inherently a broad collective group construct
(B) Morale relates primarily to long-term financial compensation packages, while job satisfaction relates strictly to immediate supervisory style
(C) Morale focuses on collective group spirit, whereas job satisfaction focuses on personal affective response to work
(D) Morale is measured exclusively through objective output metrics, whereas job satisfaction is evaluated through standardized psychometric tests

4. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Morale in an educational institution cannot be directly observed but must be inferred from observable behavioral indicators and attitudes.
Reason (R): Morale is fundamentally an underlying socio-psychological construct representing emotional integration and goal commitment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

5. Which classical administrative theorist emphasized that employee morale is heavily influenced by informal social groups and psychological belongingness rather than physical working conditions alone?
(A) Frederick Winslow Taylor
(B) Max Weber
(C) Elton Mayo
(D) Henri Fayol

6. A school Principal observing staff dynamics notes that high morale is primarily manifested when teachers:
(A) Strictly adhere to duty timings and administrative instructions without expressing any personal dissent or constructive feedback
(B) Demonstrate group cohesiveness, willingness to cooperate, and pride in institutional achievements
(C) Focus exclusively on isolated departmental duties without participating in broader co-curricular or institutional development
(D) Request frequent casual leave and early departures to maintain personal work-life

Downloaded from www.pdf.tube

150. (C) Combining content, process, and reinforcement strategies to address diverse employee drives
Effective educational management requires an integrated motivational approach combining content, process, and reinforcement theories. Ensuring healthy hygiene conditions, joint goal-setting, providing growth opportunities, and rewarding accomplishments addresses diverse employee needs, optimizing overall teacher engagement, job satisfaction, and instructional performance across all departments within the school organization.

****

MCQGPT

requirement for official administrative notifications during major curriculum changes
(B) High morale ensures that structural and pedagogical change can be enforced top-down without consultation
(C) High morale guarantees immediate, high financial returns on educational technology and infrastructure investments
(D) High morale creates psychological resilience and reduces resistance to pedagogical innovations

15. The impact of high teacher morale on school culture is best described as:
(A) Synergistic, creating a positive climate that fosters mutual support and high academic expectations
(B) Restrictive, as it isolates the educational institution and prevents active external community participation
(C) Bureaucratic, increasing formal procedural documentation and administrative reporting at all levels
(D) Neutral, as changes in morale affect administrative non-teaching staff only

16. Which of the following is a primary organizational consequence of sustained low morale among school staff?
(A) Increased voluntary participation in School Management Committee initiatives
(B) High rate of staff absenteeism, cynicism, and presenteeism
(C) Spontaneous implementation of innovative pedagogical strategies
(D) Enhanced peer mentoring and collaborative lesson planning

17. The relationship between institutional morale and organizational reputation is best described as:
(A) Inverse, because high internal morale isolates the school staff from rigorous external evaluation standards
(B) Direct, as high staff morale leads to improved performance outcomes and positive community perception
(C) Non-existent, as public perception depends solely on physical infrastructure facilities and campus location
(D) Uncorrelated, because institutional reputation is solely determined by standardized exam pass percentages

18. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): High teacher morale enhances organizational resilience during administrative crises or structural reforms.
Reason (R): High morale fosters shared commitment, mutual trust, and collective problem-solving capacity among staff members.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. How does "individual morale" fundamentally differ from "group morale"?
(A) Individual morale depends strictly on administrative rules, while group morale depends entirely on physical infrastructure
(B) Individual morale is completely static, while group morale changes unpredictably on a daily basis
(C) Individual morale is personal and subjective, whereas group morale represents the collective attitude of the team
(D) Individual morale directly affects personal productivity, whereas group morale has no measurable impact on institutional performance

20. Can high individual morale exist alongside low group morale within a school department?
(A) No, individual morale and collective group morale are always completely identical in magnitude and scope
(B) No, overall group morale completely dictates individual psychological states without any exception
(C) Yes, but only if the individual teacher holds an administrative leadership post or statutory departmental charge
(D) Yes, an individual teacher may remain motivated despite widespread disaffection among colleagues

21. Which scenario best illustrates a situation of "high group morale but low individual morale" in a school setting?
(A) All teachers in a department disliking each other with intense personal friction but performing tasks out of fear of disciplinary action
(B) A teacher receiving personal public

Click Here to Buy book on Flipkart

recognition while the rest of the school experiences deep interpersonal conflict and organizational stress
(C) A teacher feeling undervalued by leadership but actively participating in a cohesive department that achieves top results
(D) A department displaying low attendance, frequent absent requests, and poor teaching results across all grade levels

22. Consider the following characteristics regarding individual vs. group morale:
I. Individual morale is driven by personal goal achievement, personal values, and individual job fit.
II. Group morale is driven by social cohesion, shared values, mutual trust, and collective administrative leadership.
III. High group morale can cushion individual staff members during temporary personal distress.
IV. Individual morale is completely unaffected by informal group norms in the workplace.
Which of the statements given above are correct?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

23. When group morale in a school is high, how do individual teachers typically react to organizational setbacks?
(A) They consistently blame administrative authorities and withdraw completely from co-curricular duties
(B) They request immediate administrative transfer to other schools under official administrative guidelines
(C) They lodge formal union complaints and service grievances against senior school administration
(D) They display collective efficacy and work cooperatively to overcome operational challenges

24. Which of the following is a key determinant of group morale that may NOT significantly affect an isolated individual's morale?
(A) Informal team norms, peer solidarity, and collective sense of purpose
(B) Personal pay scale, grade pay upgrades, and official increment dates
(C) Individual daily commute distance and transportation access to the school campus
(D) Personal career planning, promotional eligibility, and service book maintenance

25. The phenomenon where an individual teacher's enthusiastic work spirit is gradually eroded by a prevailing culture of cynicism in the staffroom is an example of:
(A) Upward delegation overriding individual autonomy and task flexibility
(B) Clinical supervision failure under mandatory pedagogical guidelines
(C) Negative group morale influencing individual morale through peer pressure
(D) Ineffective financial management under standard financial regulations

26. In a school's Science department, three senior teachers maintain exceptional personal teaching records and high personal job satisfaction, yet the department as a whole frequently fails to submit collective plans, exhibits intense internal friction, and resists departmental initiatives.
How should the Principal evaluate this departmental condition?
(A) Satisfactory individual morale existing alongside poor group morale and defective team dynamics
(B) High group morale masking individual incompetence, deep lack of subject mastery, and administrative neglect
(C) Optimal organizational alignment and high group morale requiring no administrative intervention
(D) Structural operational failure caused by non-compliance with official staffing rules and quotas

27. Which strategy is most effective for a Head of Institution to transform high individual morale into robust group morale?
(A) Increasing competitive individual performance awards, cash bonuses, and public rankings among teaching staff
(B) Enforcing strict individual compliance with administrative deadlines through formal written warning memos
(C) Isolating high-performing teachers from low-performing teachers during timetable allocation and duty distribution
(D) Creating collaborative learning communities, shared decision-making, and team recognition

28. Which of the following is a primary behavioral indicator of high staff morale in a school?

MCQGPT

(A) Absolute silence during staff meetings without any constructive questions or feedback raised
(B) High voluntary engagement in school activities, prompt attendance, and peer collaboration
(C) Strict adherence to exact working hours with immediate departure at the end of the final bell
(D) Total administrative reliance on the Principal for every minor operational classroom decision

29. Teachers in a high-morale school are typically observed to exhibit:
(A) Resistance to adopting digital educational technologies
(B) Frequent submission of medical leave applications during examination periods
(C) Organizational Citizenship Behavior (OCB) going beyond basic duty parameters
(D) High reliance on official union interventions for daily work allocation

30. Which of the following staffroom climate characteristics is indicative of high morale?
(A) Subgroup factionalism, persistent interpersonal conflict, and hostile gossip regarding colleagues
(B) Fear-based compliance with supervisory orders and rigid top-down directives
(C) Widespread indifference and lack of concern toward student academic failure
(D) Open professional communication, mutual encouragement, and psychological safety

31. High teacher morale is strongly associated with which type of classroom environment?
(A) Student-centered, stimulating, and supportive learning climate with high expectations
(B) Rigid, teacher-centered instruction focused solely on rote learning and exam drills
(C) Laissez-faire instruction with minimal teacher planning, structure, and supervision
(D) Authoritarian classroom management characterized by frequent punitive disciplinary actions

32. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): High morale among school staff leads to a noticeable reduction in administrative conflict and routine staff grievances.
Reason (R): Staff members with high morale possess greater emotional investment in organizational goals and exhibit constructive problem-solving attitudes.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

33. Which of the following is a quantitative metric that reflects high morale in a school organization?
(A) High rates of employee turnover and transfer requests
(B) Low rates of casual leave, unauthorized absence, and staff tardiness
(C) High number of pending formal disciplinary proceedings
(D) High frequency of official information requests filed by staff members against the administration

34. What is the characteristic attitude of high-morale teachers toward professional development programmes?
(A) Proactive interest, active participation, and application of new learning in the classroom
(B) Passive attendance solely for obtaining mandatory participation certificates and official attendance credit
(C) Explicit refusal to attend sessions unless compensatory off-duty leave or financial stipends are granted
(D) Deep skepticism, resistance, and active lobbying against proposed pedagogical and administrative reforms

35. High morale in an educational institution is reflected when staff members view administrative challenges as:
(A) Deliberate personal attacks by the school management
(B) Unreasonable burdens violating official employment contracts
(C) Collective opportunities for innovation, growth, and team problem-solving
(D) Evidence of administrative incompetence requiring external trade union intervention

36. Consider the following indicators observed in a school:
I. Teachers willingly mentor junior colleagues and share teaching resources.

high competence but variable commitment/ morale, which leadership style should the Principal adopt?
(A) Telling / Directing style (High Task, Low Relationship focus)
(B) Selling / Coaching style (High Task, High Relationship focus)
(C) Supporting / Participating (Low Task, High Relationship)
(D) Delegating style (Low Task, Low Relationship focus)

52. A Head of Institution who practices "Management by Walking Around" (MBWA) with genuine supportive intent impacts staff morale primarily by:
(A) Increasing teacher anxiety and fear regarding surprise punitive administrative inspections
(B) Ensuring complete compliance with statutory stock register audits and store accounting rules
(C) Reducing the operational necessity of maintaining annual confidential performance reports
(D) Enhancing accessibility, building trust, and demonstrating visible leadership support

53. Which behavior of a Principal is most destructive to staff morale according to organizational justice research?
(A) Holding regular, structured staff meetings with fixed agendas and collaborative discussion time
(B) Conducting scheduled academic walkthroughs with written observation rubrics and constructive feedback
(C) Inconsistent rule application, favoritism, and arbitrary duty distribution
(D) Strictly enforcing official school timing guidelines for all employees across departments

54. The Principal of a school facing declining examination results decides to address the situation by issuing warning letters to all subject teachers, canceling all staff leave requests, and personally dictating daily lesson delivery steps. Within two months, teacher stress surges and collaboration ceases completely.
What leadership failure is demonstrated in this case?
(A) Complete inability to invoke statutory provisions under formal disciplinary rules for non-performance
(B) Adoption of a punitive leadership style that decimated staff morale and initiative
(C) Failure to implement standardized national achievement tests and diagnostic rubrics
(D) Excessive reliance on distributed leadership mechanisms and teacher committees

55. How does instructional leadership by a Principal enhance teacher morale?
(A) By relieving teachers of all classroom assessment duties and exam evaluation responsibilities
(B) By ensuring that standardized testing is made the sole basis for teacher salary increments
(C) By replacing classroom teaching with digital self-learning modules and automated lectures
(D) By actively providing pedagogical guidance, learning resources, and development support

56. Distributed leadership builds high staff morale in schools primarily because it:
(A) Empowers teachers, enhances autonomy, and fosters collective ownership of goals
(B) Eliminates the legal post, executive authority, and statutory responsibility of the Head of School
(C) Assigns all administrative paperwork and store accounting duties to guest faculty and contractual staff
(D) Guarantees rapid promotion to administrative cadres for all participating senior teaching staff

57. A leader who practices "transactional leadership" maintains staff morale mainly through:
(A) Charismatic personal appeal, inspirational motivation, and transformational vision
(B) Complete non-interference and total delegation without performance feedback
(C) Clear role expectations, contingent rewards, and structured consequences
(D) Informal social gatherings and non-official recreational activities outside school hours

58. Which physical work environment factor in a school has a direct psychological impact on staff morale?
(A) Adequate physical infrastructure, clean amenities, and proper teaching tools
(B) The exact legal wording, official font style, and administrative titles on the main school signboard
(C) Distance of the educational campus from the

Downloaded from www.pdf.tube

poor instruction and reduced support

44. Low morale among school staff frequently leads to an increase in which type of administrative burden for the Principal?
(A) Processing maximum applications for national and state award nominations for academic staff
(B) Handling formal employee grievances, inter-staff disputes, and disciplinary memo responses
(C) Managing excess non-government funds generated through voluntary community and alumni donations
(D) Conducting frequent media and press briefings regarding institutional excellence and achievements

45. Which of the following is an INCORRECT indicator of low staff morale?
(A) High rate of staff turnover and transfer requests
(B) Resistance to minor organizational or procedural changes
(C) Active engagement in voluntary institutional improvement committees
(D) Widespread belief that administrative rewards are based on favoritism rather than merit

46. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Chronic low morale among school staff frequently leads to strict "work-to-rule" behavior where teachers perform only minimum mandatory tasks.
Reason (R): Low morale undermines intrinsic motivation and sense of belonging, causing staff to view employment strictly as a transactional economic exchange.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

47. A Principal noticing rampant cynicism, high absenteeism, and refusal of teachers to take up co-curricular duties should recognize these as symptoms of:
(A) Underlying organizational malaise and widespread low morale
(B) Excessive democratic leadership in school management
(C) High institutional efficacy that requires decentralization
(D) Ideal compliance with standard operating procedures under institutional guidelines

48. Which leadership style is most frequently associated with eroding teacher morale over time?
(A) Transformational leadership emphasizing vision, inspiration, and individual consideration
(B) Authoritarian leadership characterized by top-down dictation and lack of consultation
(C) Democratic or participative leadership involving collaborative decision-making processes
(D) Distributed leadership empowering teacher leaders across subject departments

49. How does a transformational leadership style positively impact school staff morale?
(A) By delegating all administrative legal liability and statutory accountability to senior department teachers
(B) By inspiring a shared vision, providing individualized support, and intellectually stimulating staff
(C) By strictly enforcing financial penalties and administrative memos for minor operational lapses
(D) By completely avoiding all performance appraisals, classroom observations, and supervisory visits

MCQGPT

50. Consider the following supervisory behaviors of a Head of Institution:
I. Involving staff in academic planning and decision-making processes.
II. Providing constructive, private feedback on classroom instruction.
III. Publicly criticizing teachers in front of students and peers during assemblies.
IV. Recognizing and celebrating small professional successes of staff members.
Which of the above supervisory behaviors tend to BOOST staff morale?
(A) I and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, II, III and IV

51. Under Hersey and Blanchard's Situational Leadership Theory, when a teaching staff displays

balance and individual convenience

7. Which of the following is an INCORRECT statement regarding the nature of organizational morale?
(A) Morale is multidimensional and dynamic in nature
(B) Morale reflects the alignment between individual goals and organizational objectives
(C) Group morale can exist even when individual members experience temporary personal dissatisfaction
(D) High morale automatically guarantees maximum physical productivity regardless of resources

8. Consider the following statements regarding the dimensions of teacher morale:
I. It includes a sense of professional competence and self-efficacy.
II. It reflects trust in institutional leadership and supervisory fairness.
III. It is entirely independent of administrative communication channels.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

9. In the context of school administration, the term "esprit de corps" as identified by Henri Fayol directly aligns with which modern organizational concept?
(A) Specialized division of labour and functional task specialization
(B) Strict unity of command and direct reporting hierarchy
(C) Group morale and team spirit
(D) Scalar chain compliance and formal communication channels

10. Why is maintaining high staff morale considered vital for institutional quality in educational institutions?
(A) It fosters teacher engagement, reduces burnout, and improves student learning outcomes
(B) It completely eliminates the necessity for statutory academic inspections, compliance checks, and external audits
(C) It automatically guarantees significantly higher annual budgetary allocations from central government funding bodies
(D) It shifts administrative responsibility entirely from the Head of School to elected teacher welfare committees

11. Which of the following administrative outcomes is directly facilitated by high teacher morale in a government school?
(A) Total abolition and systemic suspension of formal conduct rules
(B) Automatic waiver of mandatory staff development training and annual professional orientation requirements
(C) Absolute elimination and permanent prevention of operational conflicts among departmental heads
(D) Enhanced organizational citizenship behavior and voluntary participation in co-curricular initiatives

12. A newly appointed Principal in a senior secondary school finds that teachers perform minimum assigned duties but resist taking initiative for remedial classes or annual day preparations. The school climate feels indifferent and disengaged. Which administrative diagnosis best explains this institutional state?
(A) High group morale combined with exceptionally low administrative friction and high structural stability
(B) Low organizational morale characterized by lack of engagement and goal commitment
(C) Severe operational violation of statutory provisions mandated by educational regulations
(D) High professional self-efficacy restricted by bureaucratic over-regulation and procedural delays

13. High staff morale significantly reduces which of the following operational problems in school management?
(A) Requirement of maintaining teacher service books
(B) Need for conducting School Management Committee (SMC) meetings
(C) Employee turnover, chronic absenteeism, and teacher burnout
(D) Formal grievance redressal machinery requirements under service rules

14. Which factor highlights the direct importance of morale in managing change within a school system?
(A) High morale completely bypasses the

Click Here to Buy book on Amazon

regional administrative headquarters
(D) The specific architectural style, aesthetic finish, and external design of the school building facade

59. In terms of psychological work environment, what is meant by "psychological safety" and why is it crucial for high teacher morale?
(A) A state where teachers are completely protected from physical injury during sports events and physical activities
(B) A legal provision under service regulations guaranteeing permanent job tenure without appraisal
(C) A supervisory condition where no formal lesson plan evaluations or classroom walkthroughs are conducted
(D) A climate where staff feel confident to voice opinions and report errors without fear of retaliation

60. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Poor physical working conditions, such as dilapidated staffrooms and inadequate sanitation, erode teacher morale over time.
Reason (R): According to Herzberg's Two-Factor theory, physical working conditions act as hygiene factors whose inadequacy leads to job dissatisfaction.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

61. Which aspect of the psychological work environment most directly influences staff morale in an educational setting?
(A) The frequency and scale of official inter-school sports competitions and athletic meets
(B) The total acreage, land area, and boundary specifications of the school playground facilities
(C) A culture of mutual trust, professional respect, and clear organizational values
(D) The presence of modern automated bell systems and public address speakers in school corridors

62. An overcrowded, noisy, and ill-ventilated staffroom negatively impacts teacher morale primarily because it:
(A) Violates specific provisions of educational standards regarding maximum class size norms
(B) Prevents the Vice-Principal from conducting secret supervisory observations and unannounced checks
(C) Directly prompts staff attention toward union activism and collective administrative bargaining
(D) Increases fatigue, preventing effective lesson preparation and relaxation between classes

63. How does workload equity—the fair distribution of teaching periods, proxy classes, and administrative duties—affect staff morale?
(A) It promotes perceived organizational fairness and prevents feelings of burnout
(B) It completely eliminates the administrative necessity for maintaining a master timetable in school
(C) It automatically increases the overall annual financial allocation for teacher salaries and allowances
(D) It transfers all administrative and clerical workload from teaching staff to non-teaching staff

64. Consider the following environmental factors in a school:
I. Availability of updated pedagogical software and functional library facilities.
II. Clean, well-maintained staff restrooms and dedicated workspace for lesson planning.
III. High noise levels from adjacent ongoing construction projects during class hours.
Which of the factors listed above negatively affect staff morale and working environment?
(A) I only
(B) III only
(C) I and II only
(D) II and III only

65. The presence of a supportive administrative infrastructure—such as prompt availability of teaching materials and functional laboratory equipment—boosts teacher morale by:
(A) Bypassing the operational requirement for annual stock verification and inventory auditing procedures
(B) Reducing operational friction and enabling teachers to perform core duties effectively

MCQGPT

80. Informal recognition (such as a handwritten note of appreciation from the Principal) compared to formal recognition awards:
(A) Is completely ineffective in professional educational organizational settings
(B) Can be equally or more impactful due to its personal and authentic nature
(C) Is legally prohibited under standard service conduct regulations
(D) Should strictly be used only for administrative non-teaching support staff

81. Why is peer-to-peer recognition an important component of school morale management?
(A) It reduces the Principal's statutory obligation to write Annual Performance Appraisal Reports
(B) It builds camaraderie and team culture while reducing reliance on top-down validation
(C) It completely eliminates professional competition among academic subject departments
(D) It replaces the formal supervisory evaluation process mandated by educational authorities

82. At an annual staff review meeting, Principal 'A' presents certificates of excellence to three teachers who mentored the school debate team to a national victory. However, 'A' completely fails to acknowledge the exam department team that worked late hours for weeks to finalize board registration data error-free. The exam team expresses severe demoralization.
What strategic mistake did the Principal make regarding recognition management?
(A) Overlooking behind-the-scenes effort, creating perceived inequity
(B) Nominating teachers for formal recognition awards without prior approval from higher authorities
(C) Distributing written certificates of appreciation instead of cash awards out of school welfare funds
(D) Failing to involve student council representatives in selecting and awarding teachers

83. Recognition influences teacher morale primarily by boosting which internal psychological construct?
(A) Compliance tendency and rule adherence
(B) Risk aversion and procedural caution
(C) Self-efficacy and professional self-worth
(D) Laissez-faire operational orientation

84. Which of the following practices is most likely to demotivate high-performing teachers and depress overall staff morale?
(A) Recognizing both process effort and final achievements through structured appreciation
(B) Providing structured feedback along with constructive praise during departmental reviews
(C) Celebrating collaborative departmental milestones publicly during school assemblies
(D) Blanket, standardized praise given indiscriminately to all staff members

85. Interpersonal relationships within a school staffroom affect morale primarily because:
(A) Teachers spend the majority of their professional working time in total isolation from students
(B) Interpersonal relationships directly determine teacher seniority ranking on the official government roster
(C) Positive peer relationships satisfy belongingness needs and offer support
(D) Staffroom interactions are monitored directly via administrative video surveillance and recording systems

86. Toxic interpersonal relationships in a school—characterized by cliques, backbiting, and overt hostility—lead directly to:
(A) Increased academic collaboration and resource sharing across subject areas
(B) High psychological stress, emotional exhaustion, and low group morale
(C) Significantly higher rates of student pass percentages in board examinations
(D) Automatic administrative intervention and audit by the District Magistrate

87. How does open, empathetic communication between the Principal and teaching staff impact interpersonal relationships and morale?
(A) It diminishes administrative authority and leads directly to widespread insubordination
(B) It delays decision-making procedures required under financial regulations
(C) It encourages staff to bypass standard scalar chain channels and administrative hierarchies
(D) It builds psychological safety, mutual trust, and high organizational morale

Downloaded from www.pdf.tube

supportive supervision and constructive feedback channels

73. What administrative action best balances job security with performance accountability to maintain high institutional morale?
(A) Discarding all annual performance evaluations and appraisal reports for permanent teaching staff
(B) Issuing routine termination threats during staff meetings to force higher academic performance
(C) Establishing transparent, fair performance appraisal systems linked with feedback
(D) Replacing all permanent teaching posts with short-term contractual appointments without benefits

74. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Unclear employment tenure and arbitrary service conditions severely diminish employee morale and organizational commitment.
Reason (R): Psychological contract theory posits that employee trust and dedication depend on the perception that the employer provides fair treatment and security in exchange for effort.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

75. How does tenure security among permanent school staff contribute to organizational culture?
(A) It forces teaching staff to strictly focus on administrative union activities and political lobbying
(B) It isolates teachers from community accountability under statutory School Management Committee regulations
(C) It completely eliminates the necessity for participating in continuous professional development workshops
(D) It provides the foundation for long-term improvement and peer mentoring

76. Recognition and appreciation serve as powerful morale boosters in schools because they fulfill which psychological need under Herzberg's Motivator-Hygiene Theory?
(A) Hygiene need under maintenance factors
(B) Motivator need (Growth and Recognition)
(C) Basic physiological survival need
(D) Extrinsic hygiene maintenance need

77. Which type of recognition is generally considered most effective for boosting sustained teacher morale?
(A) A generic, non-specific thank-you email sent indiscriminately to all employees at the end of the term
(B) Monetary bonuses distributed equally among all staff members regardless of individual contribution
(C) Specific, timely, and sincere recognition of genuine professional achievements
(D) Granting automatic exemption from routine mandatory classroom invigilation duties

78. Consider the following methods of recognizing teacher achievements in a school setting:
I. Mentioning exceptional innovative pedagogy in the school annual report and morning assembly.
II. Nominating eligible high-performing teachers for State/National Teacher Awards through transparent criteria.
III. Privately acknowledging a teacher's dedicated work in handling difficult student behavioral issues.
IV. Verbally promising monetary rewards that cannot be legally disbursed under official school regulations.
Which of the above methods represent VALID and EFFECTIVE administrative recognition practices?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

79. When a Principal consistently recognizes only a small, select group of favored teachers while ignoring the significant contributions of others, what is the impact on general staff morale?
(A) Staff morale declines due to perceived favoritism and unfairness
(B) Staff morale increases across the institution due to heightened healthy internal competition
(C) Group morale remains unchanged while individual morale of unrewarded teachers increases significantly
(D) It encourages low-performing teachers to immediately seek voluntary administrative transfer

MCQGPT

(C) Fully exempting teachers from maintaining mandatory student assessment registers and grade records
(D) Guaranteeing significantly higher pass percentages for students in board examinations without extra effort

66. Creating an ergonomically sound and resource-rich work environment in a school is primarily an administrative strategy for:
(A) Removing environmental dissatisfiers and creating conditions for high staff morale
(B) Eliminating statutory supervisory visits and routine audits by District Education Officers
(C) Fulfilling regulatory requirements for receiving central government financial grants and subsidies
(D) Delegating overall school campus maintenance responsibilities directly to elected student councils

67. How does perception of job security impact teacher morale in an educational institution?
(A) High job security causes complete cessation of professional effort and teaching performance across all cadres
(B) Job security has zero statistical correlation with employee morale in government educational institutions
(C) Moderate to high job security provides stability, reducing anxiety and allowing goal commitment
(D) Total job insecurity is essential for maintaining maximum professional morale and daily teaching performance

68. A government school inducts a cohort of temporary contract teachers who work alongside permanent teachers. The contract teachers perform identical teaching duties but experience constant renewal anxiety, delayed salary disbursements, and uncertainty of tenure. Their engagement drops significantly over time.
Which factor is primarily driving the low morale among the contract teachers?
(A) Inappropriate instructional supervision techniques and rigid classroom monitoring
(B) Total absence of School Management Committee oversight and community governance
(C) Lack of adequate academic qualifications and specialized pedagogical training among contractual staff
(D) High job insecurity and perceived lack of institutional equity and support

69. According to Abraham Maslow's Hierarchy of Needs, job security primarily addresses which tier of human needs essential for baseline morale?
(A) Physiological Needs
(B) Social Belongingness Needs
(C) Safety and Security Needs
(D) Self-Actualization Needs

70. Arbitrary threat of transfer, sudden disciplinary memos without due procedure, and subjective performance ratings severely damage teacher morale by violating:
(A) The fundamental administrative principle of centralized authority and scalar chain control
(B) The employee's psychological safety and perceived procedural justice
(C) The statutory provisions of financial management regulations
(D) The standardized guidelines for student admission procedures under educational accessibility acts

71. In public school systems, transparent and rule-based service conditions (such as clear transfer policies and predictable promotion pathways) enhance morale because they:
(A) Eliminate the administrative requirement for maintaining annual performance appraisal reports
(B) Grant total immunity from service conduct rules and disciplinary oversight to senior teachers
(C) Transfer human resource management responsibility directly to local school management committees
(D) Reduce ambiguity, arbitrary exercise of power, and career-related anxiety

72. Which of the following conditions regarding job security can paradoxically lead to stagnation in staff morale if NOT accompanied by effective leadership?
(A) Complete job security coupled with total lack of accountability and recognition
(B) Severe job insecurity characterized by frequent arbitrary dismissals and administrative warnings
(C) Transparent, objective merit-based promotion pathways and structured career progression schemes
(D) High professional autonomy combined with

Click Here to Buy book on Flipkart

88. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Collaborative school cultures with strong interpersonal peer support exhibit higher staff morale than isolated, competitive cultures.
Reason (R): Peer social support buffers against workplace stress, reduces professional isolation, and enhances collective self-efficacy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. Which administrative initiative directly fosters healthy interpersonal relationships and boosts morale among school staff?
(A) Establishing strict administrative rules prohibiting teachers from conversing in staffrooms
(B) Ranking individual teachers publicly based on monthly student test scores and pass rates
(C) Facilitating team-building activities, collaborative planning, and staff welfare
(D) Encouraging confidential reporting by teachers against their subject department peers

90. What is the role of constructive conflict resolution in maintaining positive interpersonal relationships and high morale?
(A) Addressing conflicts openly and fairly prevents resentment and restores trust
(B) Conflict should always be suppressed immediately without allowing open professional discussion
(C) Conflicts should be escalated directly to formal disciplinary rules
(D) Conflict resolution should be delegated entirely to elected parent members of the school committee

91. Relational trust among school staff members (trust in colleagues, leadership, and parents) has been identified by educational researchers as:
(A) An optional, non-essential administrative variable
(B) A factor that undermines rigorous academic evaluation standards
(C) A secondary outcome that depends solely on school infrastructure funding
(D) A core structural resource for school improvement and high staff morale

92. Consider the following staffroom dynamics:
I. Professional collaboration where teachers share lesson plans and resources freely.
II. Formation of exclusive subgroups that actively sabotage departmental initiatives.
III. Empathetic peer support when a colleague faces personal or professional difficulties.
Which of the above dynamics contribute POSITIVELY to group morale?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

93. A Principal who actively listens to staff concerns, displays emotional intelligence, and treats all employees with dignity is strengthening morale through improving:
(A) Formal scalar chain compliance and strict hierarchical reporting lines
(B) Statutory service book maintenance procedures and administrative documentation
(C) Vertical interpersonal relationships and administrative trust
(D) School Management Committee operational governance and public accountability

94. According to Herzberg's Two-Factor Theory, compensation, medical benefits, and allowances are classified as:
(A) Motivator factors that directly create high job satisfaction and intrinsic drive
(B) Self-actualization drivers that permanently transform teaching practice and commitment
(C) Intrinsic rewards that govern classroom pedagogical choices and instructional quality
(D) Hygiene factors whose inadequacy causes dissatisfaction

95. In public educational systems, how do standardized compensation and timely pay disbursements affect staff morale?
(A) Timely disbursement removes financial stress, establishing a foundation for morale
(B) Timely disbursement creates exceptional intrinsic motivation to innovate classroom pedagogy
(C) Compensation has zero influence on overall teacher behavior or personal job satisfaction
(D) Financial compensation completely replaces the need for supportive leadership and

Downloaded from www.pdf.tube

111. A Likert-scale survey item reading "I feel that my professional contributions are valued by the school leadership" directly measures which psychological construct of morale?
(A) Perceived organizational support and recognition
(B) Statutory compliance under government service rules
(C) Institutional financial health and budgetary stability
(D) Subject-matter pedagogical mastery and teaching skills

112. Which of the following is an indirectly observable behavioral indicator of LOW morale in a school staff?
(A) Active participation in professional learning communities and peer mentoring
(B) High rate of absenteeism, tardiness, and rapid departure after the bell
(C) Frequent voluntary mentoring of student co-curricular clubs and sports activities
(D) Prompt submission of student assessment registers ahead of official deadlines

113. A Principal observing staffroom interactions notices frequent sarcastic remarks about administrative circulars, formation of isolated hostile subgroups, and immediate cessation of conversation when leadership enters.
These behavioral observations indicate:
(A) High group cohesion, active professional autonomy, and open departmental collaboration
(B) Undercurrents of mistrust, poor relational climate, and depressed morale
(C) Optimal implementation of distributed leadership structures across academic cadres
(D) Normal stress responses during academic term transitions and examination periods

114. Behavioral indicators of HIGH staff morale during school crisis situations (e.g., sudden emergency inspections or facility failures) typically include:
(A) Spontaneous teamwork, adaptability, and mutual assistance without waiting for orders
(B) Mass submission of medical leave applications by subject department heads during crises
(C) Public arguments between teachers and school administrative officers regarding duties
(D) Complete refusal to perform non-teaching emergency duties based on union directives

115. Which observable indicator during classroom instructional walkthroughs reflects high teacher morale?
(A) Strict adherence to textbook reading without interactive discussion
(B) Excessive reliance on self-study work sheets while the teacher engages in personal administrative tasks
(C) Energetic instructional delivery, positive student-teacher rapport, and innovative classroom activities
(D) Punitive classroom management focused heavily on maintaining silence

116. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Systematic observation of behavioral indicators provides real-time, qualitative insights into staff morale that formal surveys may miss.
Reason (R): Behavioral indicators represent actual daily choices and actions, reflecting underlying attitudes and emotional engagement in authentic settings.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

117. An administrative indicator that strongly correlates with low staff morale is an increase in:
(A) Proposals submitted by teachers for innovative pedagogical and classroom projects
(B) Voluntary parent-teacher interaction sessions conducted regularly after school hours
(C) Formal grievances, inter-personal complaints, and petty disputes
(D) Collaborative peer lesson observations organized independently by teaching staff

118. Which behavior during staff development workshops signals high morale and learning readiness among staff?
(A) Passive attendance while marking student answer scripts covertly during sessions
(B) Active engagement, asking insightful questions, and discussing application
(C) Lobbying for early session closure and signing attendance registers prematurely
(D) Refusal to sit alongside colleagues from different subject academic departments

MCQGPT

(D) To systematically measure staff perceptions, feelings, and job satisfaction

104. Which of the following conditions is essential for obtaining honest, valid, and reliable results from a teacher attitude survey measuring morale?
(A) Anonymity of respondents, clear rating scales, and assurance of non-retaliation
(B) Mandatory inclusion of the teacher's full name, designation, and employee ID on the survey form
(C) Conducting the survey verbally during open staff meetings in the Principal's direct presence
(D) Requiring department heads to countersign and verify all completed survey questionnaires

105. An attitude survey designed to measure school staff morale typically includes items assessing which of the following dimensions?
(A) Detailed personal financial assets, loan obligations, and household expenditure of staff
(B) Specific pedagogical knowledge of advanced quantum physics or specialized academic subjects
(C) Teacher satisfaction with supervisory support, workload fairness, and resources
(D) Political affiliations, union memberships, and voting preferences of teachers

106. Consider the following instruments and methods used in educational management:
I. Anonymous Likert-scale questionnaires on organizational climate.
II. Exit interviews conducted with departing or transferring staff members.
III. Confidential suggestion boxes placed in the staffroom.
IV. Public roll-call feedback sessions during morning assemblies.
Which of the above are valid instruments/ methods for measuring or gathering feedback on staff morale?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

107. How should a Head of Institution utilize the data obtained from a staff morale attitude survey?
(A) Publish the names of dissatisfaction outliers publicly on the school notice board
(B) File the survey results permanently in archives without sharing findings with staff
(C) Forward raw survey sheets directly to educational authorities for disciplinary screening and audit
(D) Analyze systemic trends and collaboratively develop targeted action plans

108. What is a major limitation of relying EXCLUSIVELY on formal written attitude surveys to measure morale?
(A) They are legally prohibited under statutory educational provisions
(B) Response bias or superficial answers may mask deeper underlying issues
(C) They cost excessive administrative budget allocations under financial regulations
(D) They take several years to tabulate and analyze using basic statistical software tools

109. Exit interviews conducted with teachers leaving a school (via transfer or resignation) are particularly valuable for measuring morale because departing staff are more likely to:
(A) Exaggerate institutional successes to gain favorable service certificates and references
(B) Request additional financial compensation for past voluntary non-teaching duties performed
(C) Provide candid feedback regarding institutional climate without fear of reprisal
(D) Dematerialize official school service books and administrative personnel records

110. A Principal notices a sudden decline in school event participation. To diagnose the situation, the Principal distributes an anonymous 15-item climate survey assessing perception of leadership, workload, and peer support. Analysis reveals high scores for peer support but extremely low scores for leadership communication and workload fairness.
What administrative action should the Principal take based on these survey results?
(A) Disregard the survey as invalid due to respondent anonymity and lack of direct verification
(B) Identify and reprimand individual teachers suspected of giving low administrative ratings
(C) Issue a mandatory directive ordering full participation in all events under threat of memo
(D) Hold a transparent staff meeting to discuss workload and open communication

Click Here to Buy book on Amazon

126. Why does high teacher morale enhance the quality (rather than just the volume) of educational productivity?
(A) It forces teachers to cover the prescribed syllabus at double speed during regular periods
(B) It ensures that all administrative paperwork and registers are completed during class hours
(C) It reduces the total number of working days required in an academic session under educational guidelines
(D) It encourages creative pedagogy, individual attention, and positive climate

127. According to the Human Relations approach to management, the relationship between human attitudes and organizational output demonstrated that:
(A) Social factors, group morale, and supportive supervision determine worker output
(B) Worker output is purely a function of physical lighting and financial piece-rates
(C) Individual workers function best and achieve peak productivity in total isolation from peers
(D) Formal administrative rules completely eliminate the influence of emotional states on output

128. How does burnout among high-performing teachers disrupt the morale-productivity matrix in a school?
(A) It increases long-term institutional productivity while lowering short-term staff morale
(B) High-performing staff suffer exhaustion, causing morale and output to drop
(C) It has no measurable statistical effect on overall school performance metrics and pass rates
(D) It automatically improves the performance of low-performing peers through workload re-allocation

129. In the context of school management, "educational productivity" encompasses student academic growth, holistic development, and institutional efficiency. High staff morale impacts this broad productivity by:
(A) Shifting all institutional focus away from academic testing toward non-academic leisure activities
(B) Fostering citizenship behavior, innovation, and sustained commitment
(C) Reducing the statutory length and total required working days of the school academic calendar
(D) Eliminating the administrative need for routine instructional supervision and financial auditing

130. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): While motivation represents the individual drive to act toward a specific goal, morale reflects the collective emotional climate and group attitude toward the organization.
Reason (R): High individual motivation can exist in an environment of low group morale, but sustained group morale significantly reinforces and sustains individual motivation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

131. Which statement accurately describes the conceptual distinction between motivation and morale?
(A) Motivation is strictly a group phenomenon, whereas morale is an individual psychological state
(B) Motivation depends solely on financial rewards, whereas morale depends on physical working conditions
(C) Motivation is an individual drive, while morale is a collective socio-psychological attitude
(D) Motivation and morale are identical terms used interchangeably in educational administration without distinction

132. How does a workplace culture characterized by high group morale influence individual teacher motivation?
(A) It depresses individual drive by enforcing mediocrity across all subject departments
(B) It creates excessive psychological stress that destroys intrinsic teaching motivation
(C) It renders individual motivation unnecessary by relying entirely on automated systems
(D) It provides psychological encouragement and shared purpose that energizes effort

MCQGPT

119. A sustained drop in the number of teachers volunteering for non-mandatory school committees (e.g., magazine committee, cultural festival, sports day) serves as an administrative indicator of:
(A) Improved instructional time management mandated by educational guidelines
(B) Increased focus on standardized test preparation and remedial classes
(C) Successful implementation of POSDCORB principles of management
(D) Declining staff morale and reduced Organizational Citizenship Behavior

120. Consider the following behavioral manifestations in a school:
I. Teachers routinely assisting colleagues during unexpected absences without formal proxy orders.
II. Teachers strictly refusing to engage in any school activity outside regular duty hours.
III. High rates of informal grievance discussions in hallways and staffrooms.
Which of the above observations indicate LOW staff morale?
(A) I only
(B) II and III only
(C) I and III only
(D) I, II and III

121. What is the classic theoretical perspective regarding the relationship between morale and productivity in organizational management?
(A) High morale automatically guarantees maximum productivity under all organizational circumstances
(B) Morale and productivity have a constant, perfect negative correlation across all industries
(C) Morale and productivity are complexly related, depending on multiple factors
(D) Productivity is entirely independent of employee attitudes and depends solely on technology

122. In an educational institution, a condition of "High Morale but Low Productivity" can occur when:
(A) Staff enjoy good social relations but lack pedagogical skills or clear goals
(B) Teachers are extremely dissatisfied with school leadership but highly skilled in subject pedagogy
(C) School leadership enforces strict autocratic controls with high resource availability and technology
(D) Students display exceptionally high learning motivation while teachers display high emotional burnout

123. Under what administrative conditions does high staff morale lead directly to high academic productivity?
(A) When teachers are exempted from all forms of lesson planning and assessment evaluations
(B) When the school operates under complete laissez-faire administration without accountability metrics
(C) When physical infrastructure is prioritized to the total exclusion of instructional supervision
(D) When school leadership provides goal alignment, resources, and feedback

124. A government school records very high staff cohesion, warm interpersonal relations, and high job satisfaction among teachers. However, annual academic results remain consistently poor because staff meetings focus exclusively on social events rather than pedagogical strategies, syllabus coverage, and assessment analysis.
How should the Head of Institution strategically address this scenario?
(A) Issue punitive warnings and memos to lower overall staff morale and force immediate compliance
(B) Channel high morale toward academic goals through clear standards and alignment
(C) Transfer all senior teaching staff to other schools under official administrative guidelines
(D) Replace all internal examinations with external third-party testing without teacher involvement

125. A condition of "Low Morale but High Productivity" in a school setting is typically:
(A) Sustainable indefinitely without any negative administrative or performance consequences
(B) The ideal operational state recommended by classical bureaucratic management theory
(C) A short-term state maintained through pressure, leading to severe burnout
(D) Completely impossible to achieve under any known administrative or management framework

Downloaded from www.pdf.tube

recognition

96. A delay of four months in disbursing medical reimbursement claims and annual increments occurs in a school due to administrative oversight in the accounts section. Staff members express intense frustration, stop organizing co-curricular events, and file routine union protests.
Which concept best explains this sharp drop in morale?
(A) Violation of transformational leadership paradigms and vision-building principles
(B) Breakdown of hygiene factors leading to job dissatisfaction
(C) Non-compliance with statutory educational guidelines
(D) Failure of clinical supervision mechanisms and supervisory feedback channels

97. While monetary compensation is a fundamental hygiene factor, non-monetary benefits (such as professional growth opportunities, flexible duty scheduling for research, and recognition) act as:
(A) Financial liabilities under statutory financial regulations
(B) Intrinsic motivators that elevate morale beyond baseline satisfaction
(C) Mandatory statutory entitlements under standard leave regulations
(D) Administrative distractions that reduce valuable classroom instructional time

98. Perception of equity in compensation and benefits among employees is best explained by which motivation theory?
(A) Adams' Equity Theory
(B) Maslow's Need Hierarchy
(C) Vroom's Expectancy Theory
(D) Skinner's Reinforcement Theory

99. Under Adams' Equity Theory, if teachers perceive that their input-to-outcome ratio (effort vs. salary/benefits/recognition) is lower than that of their peers, their morale drops and they are likely to:
(A) Increase their work effort voluntarily to match others and earn recognition
(B) File a civil lawsuit against the administration immediately for breach of service norms
(C) Reduce their inputs or express overt dissatisfaction
(D) Seek immediate early retirement without giving advance administrative notice

100. How can a school Principal effectively utilize compensation-related administrative mechanisms within existing government rules to support staff morale?
(A) By promising unauthorized cash bonuses from student welfare funds to top performers
(B) By withholding pay increments of entire departments as a primary supervisory control mechanism
(C) By reallocating government salary grants to fund major school infrastructure projects
(D) By ensuring timely processing of service claims, increments, and promotions

101. Which of the following benefits contributes significantly to long-term psychological security and positive morale for government school teachers?
(A) Daily cash stipends for punctual attendance and timely duty reporting
(B) Unrestricted discretionary financial funds for individual classroom use and supplies
(C) Comprehensive pension schemes, health coverage, and leave encashment
(D) Exemption from statutory income tax deductions and mandatory state retentions

102. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Financial compensation alone is insufficient to sustain high staff morale in an educational institution over the long term.
Reason (R): High morale relies heavily on higher-order psychological needs such as recognition, sense of achievement, professional autonomy, and supportive leadership.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

103. What is the primary purpose of conducting a standardized "Attitude Survey" or "Morale Audit" among school staff?
(A) To identify individual teachers to be targeted for formal disciplinary proceedings and warnings
(B) To fulfill a mandatory annual submission requirement for the State Audit Department and inspectors
(C) To evaluate student academic achievement metrics indirectly through teacher feedback

MCQGPT

133. According to Victor Vroom's Expectancy Theory, an individual teacher's motivation depends on Expectancy, Instrumentality, and Valence. How does high organizational morale positively impact "Expectancy"?
(A) By convincing teachers that no individual effort is needed to achieve institutional goals
(B) By ensuring that annual salary increments are distributed randomly regardless of professional effort
(C) By fostering a supportive climate where effort leads to successful performance
(D) By completely eliminating formal performance evaluations and appraisals in the school

134. Consider the following psychological constructs:
I. Intrinsic drive to master new teaching techniques.
II. Shared pride in institutional reputation and team success.
III. Personal expectation of receiving a promotion after completing training.
IV. Collective willingness of staff to pull together during an emergency inspection.
Which of the items listed above represent dimensions of MORALE rather than individual motivation alone?
(A) I and III
(B) II and IV
(C) I and II
(D) III and IV

135. When teacher motivation is driven purely by extrinsic factors (e.g., fear of administrative memos), what is the long-term impact on overall school morale?
(A) High morale is permanently established across all staff cadres without administrative friction
(B) Staff morale transforms naturally into high intrinsic professional engagement and commitment
(C) Group morale becomes completely independent of administrative actions and supervisory controls
(D) Morale becomes fragile and low, characterized by anxiety and compliance

136. McGregor's Theory Y assumption—that employees view work as natural, seek responsibility, and exercise self-direction—aligns with leadership practices that build high morale because it:
(A) Promotes trust, empowerment, autonomy, and positive alignment of goals
(B) Enforces strict supervisory surveillance and tight administrative control mechanisms
(C) Assumes teachers inherently dislike work and must be coerced to achieve performance targets
(D) Delegates all administrative financial liabilities and audit risks to non-teaching staff

137. Sustained high morale acts as a protective buffer against motivation loss during administrative setbacks because:
(A) It grants teaching staff legal immunity from statutory administrative regulations
(B) It allows teachers to completely disregard official board curriculum requirements
(C) Collective group optimism and emotional support prevent disillusionment
(D) It shifts administrative accountability entirely to higher administrative levels

138. A Principal observes that while individual teachers demonstrate high personal motivation to perform well in their specific subjects, overall school morale is extremely low, evidenced by sharp inter-departmental rivalries, secretiveness, and lack of school-wide spirit.
What administrative strategy is most appropriate to align motivation with overall morale?
(A) Introduce collaborative projects, cross-departmental initiatives, and shared vision
(B) Eliminate individual subject performance evaluations and formal classroom observations
(C) Issue strict warnings to department heads demanding immediate compliance with school targets
(D) Reallocate individual classroom resources based strictly on teacher administrative seniority

139. How does fulfilling "Self-Actualization" needs (as per Maslow) among senior teachers enhance institutional morale?
(A) By encouraging senior teaching staff to seek early voluntary administrative retirement
(B) By fully exempting senior staff from all instructional teaching periods and classroom duties
(C) By granting them absolute discretionary authority over school financial disbursements and funds

Click Here to Buy book on Flipkart

ANSWERS

1. (B) The collective attitude, enthusiasm, and spirit of dedication displayed by staff toward achieving school goals
Organizational morale in educational administration represents the dynamic socio-psychological climate of a school. It reflects the shared enthusiasm, mutual trust, collective attitude, and dedicated commitment of the teaching and non-teaching personnel toward reaching institutional objectives. High morale fosters positive climate, strengthens team alignment, enhances professional engagement, and significantly improves overall organizational efficiency.

2. (A) Dynamic, socio-psychological, and reflective of group cohesiveness toward organizational goals
Morale is fundamentally defined as a dynamic state of mind that varies according to administrative practices, leadership behavior, and social interactions within the organization. As a socio-psychological construct, it embodies collective feelings of belonging, trust, and shared purpose among personnel, directly influencing group cohesion and sustained effort toward achieving long-term institutional goals.

3. (C) Morale focuses on collective group spirit, whereas job satisfaction focuses on personal affective response to work
While job satisfaction describes an individual employee's affective appraisal of specific job aspects such as pay, workload, and working conditions, morale represents the broader, socio-psychological spirit of the collective group. An individual can experience personal job satisfaction while overall team morale remains low, or vice versa, highlighting their distinct psychological domains.

4. (A) Both A and R are true and R is the correct explanation of A
Morale is an abstract socio-psychological construct that cannot be measured directly through physical observation. Instead, administrators must infer levels of staff morale by examining visible behavioral manifestations, including punctuality, cooperation, organizational citizenship, voluntary engagement, and overall staffroom atmosphere. These observable behaviors stem directly from underlying psychological integration and goal commitment within the institution.

5. (C) Elton Mayo
Elton Mayo and the Human Relations movement demonstrated through the Hawthorne Studies that psychological factors, informal social structures, group norms, and feelings of belonging exert a far stronger influence on employee morale and workplace productivity than physical working conditions or financial incentives alone, revolutionizing modern administrative theory and institutional human resource management.

6. (B) Demonstrate group cohesiveness, willingness to cooperate, and pride in institutional achievements
High staff morale in an educational institution is primarily reflected in strong interpersonal cohesion, mutual professional support, collaborative problem-solving, and a profound sense of shared pride in school accomplishments. Teachers displaying high morale actively seek opportunities to collaborate, assist colleagues voluntarily, and commit enthusiasm toward fulfilling broader educational goals.

7. (D) High morale automatically guarantees maximum physical productivity regardless of resources
Organizational morale is a vital socio-psychological condition, but high morale alone does not automatically guarantee maximum productivity if adequate instructional resources, clear structural goals, proper training, or essential facilities are absent. High productivity requires both high employee morale and appropriate structural alignment, adequate operational tools, and competent administrative leadership.

8. (A) I and II only
Teacher morale is a complex construct encompassing feelings of professional self-efficacy, mastery over instructional duties, and trust in institutional leadership and supervisory fairness. Open administrative communication channels actively sustain high morale, making

MCQGPT

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

staff members
(C) Requesting official sick leave during the scheduled days of external academic inspection visits
(D) Demanding that teachers work overnight at school without providing administrative support

147. Providing targeted continuous professional development (CPD) workshops for teachers boosts morale because it:
(A) Fulfills formal attendance quotas while reducing classroom teaching time and instructional work
(B) Automatically qualifies participating teachers for immediate financial grade pay upgrades
(C) Enhances competence, reduces classroom stress, and demonstrates institutional investment
(D) Relieves the Principal from conducting annual clinical supervision walkthroughs and reviews

148. A Principal notices that guest faculty members feel marginalized and excluded from school decision-making, leading to low morale and low engagement in co-curricular activities.
Which administrative intervention best integrates guest faculty and boosts overall morale?
(A) Mandate that guest faculty handle all proxy substitution classes and non-academic duties without exception
(B) Exclude guest faculty from departmental decision-making while increasing their daily instructional periods
(C) Reduce the teaching workload of guest faculty while cutting their daily remuneration proportionally under rules
(D) Include guest faculty in department meetings, training, and recognition equal to permanent staff

149. Creating an "Open Door Policy" for the Head of Institution boosts staff morale by:
(A) Eliminating the operational need for official written communication in school management
(B) Allowing teachers to skip designated classroom periods for personal administrative meetings
(C) Removing communication barriers, fostering accessibility, and ensuring staff feel heard
(D) Transferring daily supervisory duties directly to elected parent members of the SMC

MCQGPT

150. In the context of long-term institutional development, a Principal who systematically builds staff morale achieves sustainable excellence primarily because high morale converts the school from a bureaucratic workplace into a:
(A) A closed administrative system detached from community expectations and educational standards
(B) A high-performing, cohesive learning organization driven by shared vision and trust
(C) A laissez-faire environment free from state regulatory oversight and administrative accountability
(D) A strictly transactional entity focused solely on routine compliance audits and basic paperwork

****

35. (C) Collective opportunities for innovation, growth, and team problem-solving
In an educational institution with high staff morale, unexpected administrative difficulties or pedagogical challenges are viewed as shared opportunities for innovation, creative problem-solving, and professional growth. High morale builds psychological resilience, prompting teachers to collaborate proactively with leadership to find effective solutions rather than exhibiting frustration or passivity.

36. (A) I and II only
High staff morale is demonstrated when teachers voluntarily support junior peers, share resources, and take pride in institutional successes. Conversely, strictly limiting work to classroom hours and avoiding co-curricular duties reflects minimal transactional compliance and disengagement, which are classic characteristics of low organizational morale.

37. (C) Psychologically safe to experiment with creative pedagogical methods without fear of failure
High staff morale fosters an atmosphere of psychological safety where teachers feel supported by administrative leadership. This security enables them to introduce innovative teaching strategies, adopt modern educational technologies, and experiment with student-centered activities without fear of punitive criticism if initial attempts face minor operational challenges.

38. (B) High rates of tardiness, enthusiasm loss, social withdrawal, and minimal task compliance
Early behavioral indicators of declining morale include frequent tardiness, loss of instructional enthusiasm, withdrawal from informal staffroom interactions, and performing only basic mandatory tasks. Recognizing these warning signs early allows administrators to investigate underlying causes, address grievances, and provide supportive interventions before disaffection spreads.

39. (D) Rumours, widespread cynicism, distortion of administrative intent, and deep mistrust
When staff morale is low, communication channels within the school become dysfunctional. Official circulars and administrative decisions are frequently met with cynicism, distortion, and skepticism. Rumours flourish in the informal grapevine because a breakdown in administrative trust causes personnel to view leadership intentions with suspicion.

40. (A) Manifestation of low staff morale affecting discipline and professional commitment
Persistent staff tardiness, disengagement during assemblies, failure to address student misbehavior, and hostile remarks regarding supervisory evaluations clearly indicate low staff morale. These behaviors demonstrate a widespread erosion of professional commitment, emotional detachment, and administrative disalignment, requiring strategic leadership intervention to restore trust and climate.

41. (C) Subgroup polarization, hostile gossip, and scapegoating of colleagues
Low morale severely impacts social interactions in the staffroom, resulting in subgroup polarization, hostile gossip, mistrust, and scapegoating. When institutional climate deteriorates, psychological safety collapses, leading teachers to form protective cliques, blame others for departmental shortcomings, and resist collaborative school-wide engagement.

42. (A) Low organizational morale and psychological burnout
Presenteeism occurs when employees are physically present at work but operate with minimal psychological engagement and reduced productivity due to emotional exhaustion or low morale. In schools, presenteeism reflects underlying dissatisfaction, burnout, and lack of goal alignment, leading teachers to execute duties mechanically without enthusiasm.

43. (D) Negative, as teacher disengagement leads to poor instruction and reduced support
Persistent low teacher morale directly damages student learning outcomes. Disengaged, demoralized teachers display lower instructional preparation, reduced willingness to offer remedial help, and less emotional support for students. This decline in instructional quality and classroom enthusiasm inevitably depresses student motivation, engagement, and overall academic performance.

44. (B) Handling formal employee grievances, inter-staff disputes, and disciplinary memo responses
Low staff morale increases the administrative burden on the Head of School by multiplying

Downloaded from www.pdf.tube

statements regarding total independence from administrative communication inaccurate, as transparent communication directly feeds workplace trust and overall alignment.

9. (C) Group morale and team spirit
Henri Fayol identified "esprit de corps" as one of his fourteen essential principles of administrative management, emphasizing the necessity of building harmony, unity, and mutual trust among employees. In modern educational administration, this concept directly corresponds to collective group morale, team spirit, and organizational cohesion across all academic subject departments.

10. (A) It fosters teacher engagement, reduces burnout, and improves student learning outcomes
Maintaining high staff morale is essential for sustaining institutional quality because highly motivated teachers exhibit higher classroom engagement, greater pedagogical innovation, and reduced rates of professional burnout. A positive emotional climate among educators directly enriches instructional delivery, creates a supportive classroom atmosphere, and ultimately elevates overall student learning outcomes.

11. (D) Enhanced organizational citizenship behavior and voluntary participation in co-curricular initiatives
High teacher morale directly fosters organizational citizenship behavior, leading staff members to voluntarily dedicate time and effort beyond basic formal duties. In a supportive school climate, teachers actively organize co-curricular activities, mentor struggling students, collaborate with peers, and contribute to institutional development without requiring explicit administrative coercion or mandatory directives.

12. (B) Low organizational morale characterized by lack of engagement and goal commitment
When teachers perform only minimum mandatory duties while resisting involvement in broader institutional initiatives, the school displays classic symptoms of low organizational morale. This passivity indicates a lack of emotional commitment, low psychological investment, and psychological disengagement from the institution's vision, requiring supportive leadership interventions rather than purely bureaucratic enforcement.

13. (C) Employee turnover, chronic absenteeism, and teacher burnout
High staff morale serves as an effective buffer against severe workplace stress, thereby significantly reducing employee turnover rates, chronic staff absenteeism, and professional burnout. When school personnel feel valued, supported, and psychologically secure, they display higher job satisfaction, stronger organizational commitment, and reduced desire to seek transfers or leave.

14. (D) High morale creates psychological resilience and reduces resistance to pedagogical innovations
Implementing educational changes or structural reforms often creates anxiety and uncertainty among teachers. High staff morale fosters psychological resilience, mutual trust, and openness, which significantly lowers resistance to pedagogical innovations. Teachers in a high-morale environment view administrative modifications as positive opportunities for institutional growth rather than threatening burdens.

15. (A) Synergistic, creating a positive climate that fosters mutual support and high academic expectations
High teacher morale creates a powerful synergistic effect across the entire school ecosystem, strengthening collaboration, peer support, and academic expectations. This shared positive mindset shapes institutional culture, driving both teaching excellence and student motivation, while fostering a healthy professional environment where continuous improvement and collective goal achievement thrive.

16. (B) High rate of staff absenteeism, cynicism, and presenteeism
Sustained low morale among school staff manifests in serious organizational dysfunctions, including frequent absenteeism, widespread staffroom cynicism, disengagement, and presenteeism. When employees feel disconnected from institutional purpose, their work effort drops to minimal compliance levels, severely damaging workplace culture, professional relationships, and institutional educational standards over time.

MCQGPT

(D) By empowering senior teachers to mentor others and lead innovations

140. Which of the following is an effective, non-monetary administrative strategy for a school Principal to boost staff morale?
(A) Withholding annual performance reports until the end of the academic session to ensure discipline
(B) Delegating authority, participatory decision-making, and open channels
(C) Increasing the frequency of surprise punitive classroom inspections and unannounced visits
(D) Assigning all administrative duty burdens exclusively to junior guest teachers and trainees

141. How does establishing a transparent, fair, and prompt grievance redressal mechanism within the school boost staff morale?
(A) It encourages staff to lodge daily frivolous complaints against peers and supervisors
(B) It bypasses the statutory requirements of standard government service conduct rules
(C) It builds trust in leadership and reassures staff that concerns are handled fairly
(D) It shifts the Principal's legal responsibility entirely to external arbitration panels

142. A newly posted Principal in a low-performing public school finds that staff morale is extremely low due to years of arbitrary decision-making, poor staffroom amenities, and acute lack of appreciation.
To achieve a rapid and sustainable boost in staff morale, which initial sequence of actions should the Principal take?
(A) Issue strict disciplinary warnings, mandate extra teaching hours, and lock staffroom amenities
(B) Request immediate transfer of all existing staff and demand fresh appointments from education authorities
(C) Suspend all co-curricular activities and focus exclusively on surprise classroom walkthroughs
(D) Upgrade amenities, address grievances, establish open communication, and acknowledge efforts

143. Promoting professional autonomy—allowing teachers reasonable freedom in selecting instructional strategies aligned with the curriculum—boosts morale primarily by:
(A) Enhancing professional self-efficacy, intrinsic motivation, and sense of ownership
(B) Reducing teacher personal accountability for student learning outcomes and test scores
(C) Eliminating the administrative requirement for standardized board examinations and tests
(D) Fulfilling mandatory statutory requirements under financial management protocols

144. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Participatory management—involving teachers in institutional planning and policy formation—significantly boosts staff morale.
Reason (R): Involving employees in decision-making satisfies their higher-order needs for esteem, autonomy, and organizational belongingness.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

145. What role does staff welfare initiatives (such as celebrating personal milestones, organizing health check-ups, and establishing recreational spaces) play in boosting school morale?
(A) They serve as superficial distractions that harm overall academic performance and test scores
(B) They demonstrate institutional care, foster bonding, and improve the human relations climate
(C) They replace the formal professional appraisal system required under government conduct rules
(D) They are legally mandatory prerequisites under educational regulations for syllabus delivery

146. Which action by a Head of Institution demonstrates "supportive leadership" that directly protects staff morale during high-stress inspection periods?
(A) Providing preparation rubrics, ensuring resources, and offering reassurance
(B) Passing all administrative blame, pressure, and stress down to junior non-permanent

Click Here to Buy book on Amazon

26. (A) Satisfactory individual morale existing alongside poor group morale and defective team dynamics
High personal job satisfaction and individual teaching competence do not automatically yield a functioning team if inter-personal friction and poor communication persist. This situation reflects healthy individual morale operating in parallel with low group morale, highlighting the Principal's need to address team building, trust, and shared departmental alignment.

27. (D) Creating collaborative learning communities, shared decision-making, and team recognition
To transform individual motivation into collective group morale, school leaders must foster shared spaces for professional collaboration. Establishing professional learning communities, encouraging team-based decision-making, and recognizing joint departmental achievements build social trust, mutual accountability, and strong group identity, elevating the overall socio-psychological climate of the school.

28. (B) High voluntary engagement in school activities, prompt attendance, and peer collaboration
Primary behavioral indicators of high staff morale include voluntary participation in institutional initiatives, consistent punctuality, constructive dialogue during staff meetings, and active peer collaboration. When morale is high, teachers willingly extend their effort beyond routine requirements to enhance student learning and contribute to school life.

29. (C) Organizational Citizenship Behavior (OCB) going beyond basic duty parameters
Teachers working in high-morale schools consistently display Organizational Citizenship Behavior. This includes helping colleagues voluntarily, mentoring students outside scheduled hours, participating in extra-curricular planning, and contributing to institutional improvement without expecting immediate external rewards, demonstrating deep intrinsic commitment and alignment with institutional goals.

30. (D) Open professional communication, mutual encouragement, and psychological safety
A staffroom environment characterized by open professional communication, mutual respect, psychological safety, and supportive peer relationships is a hallmark of high morale. Such an atmosphere encourages teachers to share instructional challenges, seek guidance freely, collaborate on lesson plans, and celebrate joint successes without fear of judgment.

31. (A) Student-centered, stimulating, and supportive learning climate with high expectations
High teacher morale directly enriches the classroom environment, translating into student-centered instruction, supportive teacher-student relationships, interactive learning activities, and high academic standards. Motivated teachers display greater enthusiasm, patience, and pedagogical creativity, cultivating a stimulating atmosphere that actively fosters student participation and intellectual growth.

32. (A) Both A and R are true and R is the correct explanation of A
High staff morale significantly reduces interpersonal friction and operational grievances in schools. When staff members possess high job satisfaction and feel valued by leadership, they adopt constructive, goal-oriented attitudes toward daily difficulties, leading to collaborative problem-solving rather than administrative conflicts or persistent formal grievances.

MCQGPT

33. (B) Low rates of casual leave, unauthorized absence, and staff tardiness
Quantitative evaluation of staff morale often relies on administrative records reflecting attendance patterns. Low rates of absenteeism, minimal short-term casual leave requests, and consistent punctuality serve as direct quantitative metrics of high morale, demonstrating that teachers feel motivated, physically present, and committed to their daily responsibilities.

34. (A) Proactive interest, active participation, and application of new learning in the classroom
High-morale teachers approach professional development programs with proactive enthusiasm, viewing training workshops as valuable opportunities for skill enhancement. They participate actively, engage in meaningful professional dialogue, and consistently implement newly acquired pedagogical techniques, digital tools, and assessment strategies within their daily classroom instruction.

17. (B) Direct, as high staff morale leads to improved performance outcomes and positive community perception
Institutional reputation correlates directly with staff morale. High staff morale drives superior teaching performance, enhances student support, reduces operational friction, and fosters a positive educational atmosphere. These internal strengths translate into improved academic and co-curricular outcomes, earning positive public recognition, community trust, and administrative respect from external stakeholders.

18. (A) Both A and R are true and R is the correct explanation of A
High morale strengthens organizational resilience during administrative crises or major structural changes. When school personnel share trust, mutual commitment, and strong group solidarity, they cope effectively with unexpected stress and systemic adjustments, working collaboratively to solve problems and maintaining operational efficiency through shared determination and mutual support.

19. (C) Individual morale is personal and subjective, whereas group morale represents the collective attitude of the team
Individual morale refers to a single employee's personal emotional state, job satisfaction, and subjective commitment to work tasks. In contrast, group morale represents the shared socio-psychological climate, collective team spirit, and mutual trust within a work unit or department, reflecting how cohesive and dedicated the staff functions together.

20. (D) Yes, an individual teacher may remain motivated despite widespread disaffection among colleagues
Individual morale and group morale do not always align completely. A highly motivated teacher with strong intrinsic professional drive, personal efficacy, and deep commitment to student growth can maintain high personal morale even within an institutional department characterized by low overall group morale, widespread disaffection, and prevailing staffroom cynicism.

21. (C) A teacher feeling undervalued by leadership but actively participating in a cohesive department that achieves top results
High group morale combined with low individual morale occurs when a department maintains high peer cohesion, strong team solidarity, and shared goal achievement, yet an individual member feels personally undervalued or dissatisfied with specific supervisory actions. The strength of group dynamics enables high collective performance despite personal dissatisfaction.

22. (B) I, II and III only
Individual morale is shaped by personal goal realization, personal values, and role satisfaction, whereas group morale depends on social cohesion, collective trust, and supportive leadership. While strong group morale can support an individual during personal challenges, individual morale is heavily influenced by informal staffroom group norms and dynamics.

23. (D) They display collective efficacy and work cooperatively to overcome operational challenges
When group morale in an educational institution is strong, teachers demonstrate high collective efficacy when facing unforeseen setbacks or resource shortages. Rather than assigning blame or disengaging from responsibilities, they pool skills, maintain open communication, and collaborate constructively to overcome operational difficulties and sustain instructional quality.

24. (A) Informal team norms, peer solidarity, and collective sense of purpose
Group morale depends heavily on relational factors, including informal staffroom norms, mutual trust, peer solidarity, and a shared institutional purpose. While individual morale focuses primarily on personal pay, commute, or individual career growth, group morale reflects the collective social climate and emotional integration of the entire work unit.

25. (C) Negative group morale influencing individual morale through peer pressure
Socio-psychological dynamics in an organization mean that individual attitudes are strongly shaped by the prevailing group culture. When an enthusiastic teacher enters an environment dominated by negative group morale and staffroom cynicism, continuous social pressure and negative informal norms gradually erode the individual's motivation, aligning personal attitudes with the group.

Downloaded from www.pdf.tube

operational conflicts, interpersonal disputes, and formal service grievances. Administrators must spend considerable time mediating staff arguments, investigating complaints, issuing formal written clarifications, and handling disciplinary proceedings rather than focusing on strategic academic leadership.

45. (C) Active engagement in voluntary institutional improvement committees
Active engagement in voluntary school committees, co-curricular planning, and institutional improvement is a distinct indicator of high staff morale and organizational citizenship behavior. Conversely, low morale is characterized by resistance to change, high turnover requests, cynicism, and widespread perceptions of unfair administrative treatment.

46. (A) Both A and R are true and R is the correct explanation of A
Low morale undermines intrinsic motivation, causing employees to view their work through a narrow, transactional lens. Consequently, teachers adopt "work-to-rule" behaviors, performing only mandatory contractual duties while refusing voluntary tasks, co-curricular coordination, or remedial support, as their psychological attachment to institutional goals collapses.

47. (A) Underlying organizational malaise and widespread low morale
Widespread cynicism, high absenteeism, and refusal to participate in extra-curricular activities indicate severe organizational malaise and low staff morale. A Head of Institution must recognize these systemic symptoms to address root causes—such as poor communication, lack of recognition, or perceived unfairness—rather than relying solely on punitive administrative measures.

48. (B) Authoritarian leadership characterized by top-down dictation and lack of consultation
An authoritarian leadership style relies on top-down directives, strict surveillance, and minimal staff consultation, severely damaging teacher morale over time. By undermining professional autonomy, suppressing open communication, and fostering fear of criticism, authoritarian administration alienates staff, breeds resentment, and reduces long-term organizational commitment.

49. (B) By inspiring a shared vision, providing individualized support, and intellectually stimulating staff
Transformational leaders elevate staff morale by communicating a compelling institutional vision, offering individualized professional support, and encouraging intellectual stimulation. By valuing teacher contributions and fostering professional growth, transformational Principals build trust, boost internal motivation, and inspire high organizational commitment across all subject departments.

50. (B) I, II and IV only
Involving staff in decision-making, offering constructive private feedback, and publicly celebrating professional achievements are supervisory behaviors that significantly boost teacher morale. Conversely, publicly criticizing teachers in front of peers and students severely damages self-efficacy, destroys trust, and fosters deep resentment within the institution.

MCQGPT

51. (C) Supporting / Participating (Low Task, High Relationship)
Under Hersey and Blanchard's Situational Leadership Model, when employees possess high task competence but variable commitment or low morale, the leader should adopt a Supporting or Participating style. This approach provides high relationship support and listening while facilitating shared decision-making, rebuilds confidence, and revitalizes engagement without micromanaging task execution.

52. (D) Enhancing accessibility, building trust, and demonstrating visible leadership support
Management by Walking Around (MBWA), when practiced with genuine supportive intent, boosts morale by increasing administrative accessibility and visibility. By engaging informally with staff, listening to daily operational needs, and offering assistance, the Principal builds trust, reduces professional isolation, and demonstrates visible commitment to staff welfare.

53. (C) Inconsistent rule application, favoritism, and arbitrary duty distribution
Organizational justice research shows that arbitrary administrative decisions, favoritism, and inconsistent enforcement of rules severely undermine staff morale. When teachers perceive that workload, rewards, or privileges are distributed unfairly based on personal bias rather

than transparent criteria, organizational trust deteriorates, causing widespread resentment and disengagement.

54. (B) Adoption of a punitive leadership style that decimated staff morale and initiative
Resorting to blanket warning memos, canceling leave, and micromanaging daily instructional delivery reflects a punitive leadership style that destroys morale. Instead of motivating performance, coercive tactics increase stress, suppress creative initiative, eliminate trust, and ruin collaborative relationships between administration and teaching staff.

55. (D) By actively providing pedagogical guidance, learning resources, and development support
Instructional leaders enhance staff morale by actively supporting teachers in their core educational role. By supplying quality teaching materials, offering pedagogical mentoring, organizing professional development, and removing operational obstacles, the Principal strengthens teacher self-efficacy, reduces classroom stress, and reinforces professional pride across departments.

56. (A) Empowers teachers, enhances autonomy, and fosters collective ownership of goals
Distributed leadership enhances staff morale by sharing decision-making responsibilities across academic teams and subject departments. Empowering teachers to lead initiatives, participate in policy development, and take ownership of institutional goals satisfies higher-order needs for autonomy and esteem, creating a collaborative and resilient organizational climate.

57. (C) Clear role expectations, contingent rewards, and structured consequences
Transactional leaders maintain baseline staff morale by establishing clear performance expectations, structured duties, and transparent reward systems. While transactional leadership may not inspire deep intrinsic motivation, providing explicit guidance, consistent feedback, and fair contingent rewards offers administrative clarity and operational predictability for staff.

58. (A) Adequate physical infrastructure, clean amenities, and proper teaching tools
The physical working environment exerts a direct psychological influence on teacher morale. Clean staffrooms, well-maintained sanitation facilities, adequate teaching supplies, and functional classroom infrastructure eliminate daily operational frustration, demonstrating administrative care and establishing comfortable working conditions necessary for sustained workplace satisfaction.

59. (D) A climate where staff feel confident to voice opinions and report errors without fear of retaliation
Psychological safety describes a workplace climate where staff members feel secure to express opinions, suggest pedagogical ideas, ask questions, or admit mistakes without fear of punitive action or public humiliation. Fostering psychological safety is critical for high morale, as it encourages open communication, trust, and creative innovation.

60. (A) Both A and R are true and R is the correct explanation of A
According to Herzberg's Two-Factor Theory, physical working conditions act as hygiene or maintenance factors. Inadequate staffroom facilities, poor sanitation, and deficient teaching tools cause severe job dissatisfaction and erode staff morale. Rectifying these environmental dissatisfiers is essential for creating baseline conditions for employee motivation.

61. (C) A culture of mutual trust, professional respect, and clear organizational values
Within the psychological work environment, a school culture built on mutual trust, professional respect, open communication, and shared values exerts the strongest influence on staff morale. This supportive environment satisfies social belongingness needs, fosters organizational commitment, and enhances psychological well-being across all subject departments.

62. (D) Increases fatigue, preventing effective lesson preparation and relaxation between classes
Substandard physical working conditions in staffrooms directly impair teacher effectiveness and morale. Overcrowding, inadequate seating, poor ventilation, and excessive noise increase physical fatigue and mental stress, preventing teachers from relaxing or preparing lessons effectively during free periods, ultimately causing frustration and emotional exhaustion.

Click Here to Buy book on Flipkart

63. (A) It promotes perceived organizational fairness and prevents feelings of burnout
Fair and equitable distribution of teaching loads, proxy substitutions, and co-curricular duties significantly enhances staff morale. Workload equity prevents employee burnout, reduces interpersonal resentment, and establishes perceived organizational justice, ensuring that all teachers feel treated fairly by administrative leadership.

64. (B) III only
Excessive environmental noise from construction projects disrupts instruction, increases stress, and negatively impacts teacher morale and classroom concentration. Conversely, providing updated teaching software, functional library facilities, clean restrooms, and quiet lesson planning spaces represents supportive physical working conditions that enhance staff satisfaction and productivity.

65. (B) Reducing operational friction and enabling teachers to perform core duties effectively
Providing functional laboratory equipment, modern instructional materials, and prompt administrative support boosts teacher morale by minimizing daily operational obstacles. When essential resources are readily available, teachers can focus on instructional quality and student development without experiencing constant frustration caused by administrative bottlenecks or resource shortages.

66. (A) Removing environmental dissatisfiers and creating conditions for high staff morale
Designing a resource-rich, ergonomically sound physical work environment serves as a foundational administrative strategy. Fulfilling physical hygiene needs removes major workplace dissatisfiers, reduces daily fatigue, and establishes the essential infrastructure required to foster high staff morale, professional satisfaction, and institutional productivity.

67. (C) Moderate to high job security provides stability, reducing anxiety and allowing goal commitment
Job security is a foundational requirement for high staff morale. When teachers feel secure in their employment tenure, anxiety regarding job loss is minimized, allowing them to focus on pedagogical growth, long-term student development, and institutional goal commitment without constant career-related stress.

68. (D) High job insecurity and perceived lack of institutional equity and support
Low morale among contractual teachers stems from severe job insecurity, delayed compensation, and unequal treatment compared to permanent colleagues. When personnel perform identical duties without equal stability or administrative support, feelings of institutional inequity arise, damaging motivation and reducing psychological commitment to the school's vision.

69. (C) Safety and Security Needs
In Abraham Maslow's Hierarchy of Needs, employment stability and predictable working conditions fulfill safety and security needs. Satisfying these lower-order baseline needs is essential for stabilizing employee psychological states, reducing workplace anxiety, and establishing the groundwork necessary for higher-level motivation, belongingness, and professional self-actualization.

70. (B) The employee's psychological safety and perceived procedural justice
Arbitrary transfer threats, sudden disciplinary memos, and biased evaluations severely damage morale by violating procedural justice and destroying psychological safety. When administrative decisions appear unpredictable or unfair, employee trust in leadership collapses, leading to widespread anxiety, defensiveness, and disengagement across the institution.

71. (D) Reduce ambiguity, arbitrary exercise of power, and career-related anxiety
Transparent, rule-based service conditions and predictable promotion pathways enhance teacher morale by providing organizational clarity and eliminating fear of administrative bias. When career progression and transfers follow objective criteria, employees feel treated fairly, reducing career anxiety and fostering strong institutional trust.

72. (A) Complete job security coupled with total lack of accountability and recognition
While job security provides essential psychological stability, complete job security paired with absent performance accountability and zero recognition can lead to complacency and stagnant morale. Without effective leadership, clear goals, and

Downloaded from www.pdf.tube

meaningful feedback, security alone fails to inspire intrinsic professional drive or continuous instructional improvement.

73. (C) Establishing transparent, fair performance appraisal systems linked with feedback
Balancing job security with professional accountability requires implementing objective performance appraisal systems that incorporate regular feedback and developmental support. Transparent evaluation criteria protect teachers from arbitrary treatment while maintaining clear standards, thereby boosting morale, encouraging instructional growth, and sustaining institutional excellence.

74. (A) Both A and R are true and R is the correct explanation of A
Psychological contract theory indicates that employee commitment relies on unwritten expectations of fair treatment, mutual respect, and employment security. Unclear tenure and arbitrary administrative practices breach this psychological contract, destroying trust, causing severe demoralization, and reducing voluntary organizational effort.

75. (D) It provides the foundation for long-term improvement and peer mentoring
Secure employment tenure gives teachers the stability needed to invest in long-term institutional development, curriculum enrichment, and peer mentoring. Feeling secure in their positions, experienced teachers are more willing to guide junior colleagues, share instructional resources, and contribute to a collaborative, sustainable school culture.

76. (B) Motivator need (Growth and Recognition)
According to Herzberg's Two-Factor Theory, recognition and appreciation represent intrinsic motivator factors. Fulfilling these higher-order psychological needs elevates job satisfaction, boosts self-efficacy, and inspires teachers to achieve high performance, transforming baseline workplace compliance into active commitment and professional enthusiasm.

77. (C) Specific, timely, and sincere recognition of genuine professional achievements
Effective administrative recognition must be specific, prompt, and sincere. Acknowledging concrete professional achievements—such as innovative teaching methods or handling challenging student situations—validates teacher effort, reinforces positive performance, and significantly boosts long-term morale far more than generic praise or impersonal mass emails.

78. (B) I, II and III only
Valid recognition practices include highlighting innovative teaching in annual reports, nominating deserving teachers for state awards through transparent criteria, and offering sincere private praise. Unfulfillable verbal promises of unauthorized monetary rewards undermine administrative credibility, create cynicism, and harm long-term staff trust.

79. (A) Staff morale declines due to perceived favoritism and unfairness
Selective recognition restricted to a favored group of teachers severely depresses overall staff morale. Perceived administrative favoritism breaches organizational justice, demoralizes unrewarded high performers, creates interpersonal division, and fosters widespread staffroom cynicism regarding leadership fairness and evaluation objectivity.

80. (B) Can be equally or more impactful due to its personal and authentic nature
Informal recognition, such as a personalized note of appreciation from the Principal, can be as impactful as formal awards. Personal gestures convey genuine gratitude, build strong interpersonal trust, and validate individual efforts, thereby enhancing psychological safety and boosting teacher morale across the school.

81. (B) It builds camaraderie and team culture while reducing reliance on top-down validation
Peer-to-peer recognition strengthens group morale by building collegial warmth, mutual respect, and team solidarity. Encouraging teachers to appreciate each other's contributions creates a collaborative culture, reduces dependence on top-down administrative validation, and fosters a supportive work environment where achievements are shared.

82. (A) Overlooking behind-the-scenes effort, creating perceived inequity
Publicly recognizing visible high-profile achievements while completely ignoring essential behind-the-scenes administrative contributions creates feelings of inequity and demoralization. Leaders must ensure recognition practices

MCQGPT

encompass both high-visibility student successes and critical operational support work to maintain balanced staff morale.

83. (C) Self-efficacy and professional self-worth
Effective recognition boosts morale primarily by strengthening professional self-efficacy and self-worth. When administrators acknowledge teacher achievements, educators gain greater confidence in their instructional abilities, experience higher job satisfaction, and demonstrate enhanced commitment toward overcoming classroom and institutional challenges.

84. (D) Blanket, standardized praise given indiscriminately to all staff members
Generic, indiscriminate praise given to all staff members regardless of individual contribution demoralizes high performers and depresses morale. When recognition loses specificity and authenticity, employees view administrative praise as meaningless routine, eroding trust in leadership's evaluation standards and diminishing overall motivation.

85. (C) Positive peer relationships satisfy belongingness needs and offer support
Interpersonal dynamics within the staffroom strongly impact organizational morale. Positive collegial relationships fulfill social belongingness needs, offer emotional support during stressful periods, and encourage professional collaboration, establishing a healthy climate that buffers teachers against daily workplace stress.

86. (B) High psychological stress, emotional exhaustion, and low group morale
Toxic staffroom relationships marked by cliques, hostility, and backbiting undermine psychological safety, leading to emotional exhaustion, high stress, and depressed group morale. Negative interpersonal dynamics isolate staff, destroy professional collaboration, and lower overall institutional performance.

87. (D) It builds psychological safety, mutual trust, and high organizational morale
Open, empathetic communication from the Principal builds relational trust, enhances psychological safety, and elevates staff morale. Active listening and transparent feedback validate teacher concerns, eliminate administrative ambiguity, and align staff effort toward shared educational goals without compromising administrative authority.

88. (A) Both A and R are true and R is the correct explanation of A
Collaborative school cultures exhibit higher staff morale than isolated or competitive environments. Strong peer relationships provide emotional support, reduce professional isolation, and build collective self-efficacy, allowing staff members to manage instructional stress effectively and work cohesively toward institutional goals.

89. (C) Facilitating team-building activities, collaborative planning, and staff welfare
Organising collaborative planning sessions, team-building activities, and staff welfare programs directly fosters healthy interpersonal relationships. These initiatives break down departmental siloes, encourage peer communication, build professional trust, and strengthen group morale across the entire school staff.

90. (A) Addressing conflicts openly and fairly prevents resentment and restores trust
Constructive conflict resolution is vital for maintaining positive staffroom relationships and high morale. Addressing disputes openly, impartially, and promptly prevents lingering resentment, restores mutual trust, and transforms potential interpersonal conflict into productive dialogue and collaborative problem-solving.

91. (D) A core structural resource for school improvement and high staff morale
Relational trust among colleagues, administration, and parents is a vital structural resource for school improvement. High relational trust fosters psychological safety, encourages professional collaboration, elevates staff morale, and creates an environment conducive to sustained pedagogical growth and student achievement.

92. (B) I and III only
Sharing teaching resources, engaging in professional collaboration, and providing empathetic peer support foster positive staffroom dynamics and elevate group morale. Conversely, forming exclusive cliques that sabotage departmental initiatives breeds mistrust, destroys cohesion, and severely damages organizational climate.

Click Here to Buy book on Amazon

supportive leadership interventions to rebuild trust.

114. (A) Spontaneous teamwork, adaptability, and mutual assistance without waiting for orders
High staff morale manifests during unexpected institutional crises through spontaneous teamwork, operational adaptability, and mutual assistance. When teachers feel connected to organizational goals, they pull together proactively, resolve emergent problems, and support colleagues without requiring explicit top-down administrative orders.

115. (C) Energetic instructional delivery, positive student-teacher rapport, and innovative classroom activities
Instructional walkthroughs reflect high teacher morale when observers note energetic lesson delivery, positive student-teacher rapport, creative pedagogical techniques, and active student engagement. Motivated teachers bring enthusiasm into the classroom, fostering an interactive and supportive learning atmosphere.

116. (A) Both A and R are true and R is the correct explanation of A
Systematic observation of daily behavioral indicators provides valuable qualitative insights that static surveys may overlook. Observing actual daily choices, peer interactions, and classroom enthusiasm reveals underlying emotional engagement and authentic staff attitudes toward the institution.

117. (C) Formal grievances, inter-personal complaints, and petty disputes
A sharp increase in formal grievances, interpersonal complaints, and minor operational disputes strongly correlates with declining staff morale. Rising administrative conflict reflects underlying frustration, poor communication, and breakdown of trust, signaling to leadership that institutional climate requires immediate attention.

118. (B) Active engagement, asking insightful questions, and discussing application
Active engagement, insightful questioning, and constructive discussions on applying new learning during professional development workshops reflect high staff morale. These behaviors demonstrate professional growth readiness, intrinsic motivation, and strong commitment to enhancing classroom instructional quality.

119. (D) Declining staff morale and reduced Organizational Citizenship Behavior
A decline in teachers volunteering for non-mandatory school committees indicates falling staff morale and reduced Organizational Citizenship Behavior. When morale drops, employees withdraw discretionary effort, performing only minimum mandatory duties and avoiding voluntary institutional responsibilities.

120. (B) II and III only
Refusing to engage in school activities outside regular duty hours and frequent hallway grievance discussions indicate low staff morale and disengagement. Conversely, teachers voluntarily assisting colleagues during unexpected absences demonstrates high morale, peer solidarity, and strong organizational citizenship.

121. (C) Morale and productivity are complexly related, depending on multiple factors
Modern administrative theory recognizes that morale and productivity share a complex, non-linear relationship. While high morale creates conditions favorable for high output, actual productivity depends on clarifying goals, resource availability, individual skills, and effective administrative support.

122. (A) Staff enjoy good social relations but lack pedagogical skills or clear goals
High morale can coexist with low productivity in a school if staff enjoy warm social relations and high job satisfaction but lack clear academic goals, rigorous standards, or pedagogical competence. Without goal alignment and leadership direction, positive group feeling does not automatically generate academic results.

123. (D) When school leadership provides goal alignment, resources, and feedback
High morale leads directly to high educational productivity when leadership aligns group enthusiasm with institutional goals, provides essential teaching resources, and maintains regular feedback. Combining socio-psychological support with operational structure ensures that positive staff attitudes translate into elevated student achievement.

MCQGPT

workplace satisfaction, and administrative concerns. Diagnostic data enables leadership to identify systemic dissatisfaction, evaluate climate trends, and design targeted institutional improvements.

104. (A) Anonymity of respondents, clear rating scales, and assurance of non-retaliation
Obtaining reliable data from staff morale surveys requires respondent anonymity, explicit rating scales, and clear assurances against administrative retaliation. Ensuring confidentiality establishes psychological safety, enabling teachers to offer candid feedback regarding administrative bottlenecks, workload, and organizational climate.

105. (C) Teacher satisfaction with supervisory support, workload fairness, and resources
A staff attitude survey measuring school morale focuses on key organizational dimensions, including satisfaction with supervisory support, workload equity, resource availability, communication transparency, and staffroom collegiality, capturing comprehensive insights into the socio-psychological climate of the institution.

106. (B) I, II and III only
Valid instruments for assessing staff morale include anonymous climate questionnaires, exit interviews with departing staff, and suggestion boxes. Conversely, conducting public feedback sessions during morning assemblies violates psychological safety, suppressing honest responses and producing invalid feedback.

107. (D) Analyze systemic trends and collaboratively develop targeted action plans
Administrators should analyze data from staff morale surveys to identify broader institutional trends, workload concerns, and communication gaps. Sharing summary results transparently and developing collaborative action plans demonstrates responsive leadership, builds trust, and actively resolves underlying organizational issues.

108. (B) Response bias or superficial answers may mask deeper underlying issues
Relying solely on formal written attitude surveys presents limitations, as social desirability bias or fear of identification can yield superficial answers. Administrators should supplement quantitative surveys with qualitative observations, exit interviews, and open professional dialogue to gain comprehensive insights into staff morale.

109. (C) Provide candid feedback regarding institutional climate without fear of reprisal
Exit interviews with departing personnel provide valuable diagnostic data on organizational morale. Departing staff are more likely to offer candid feedback regarding administrative shortcomings, interpersonal friction, and climate flaws without fear of professional retaliation, providing actionable insights for leadership.

110. (D) Hold a transparent staff meeting to discuss workload and open communication
When survey results indicate communication gaps and workload inequities, the Principal should host an open, non-defensive staff meeting. Transparently discussing survey trends, addressing workload concerns, and establishing collaborative feedback channels demonstrates leadership responsiveness, rebuilding organizational trust and staff morale.

111. (A) Perceived organizational support and recognition
A survey item assessing whether professional contributions are valued by school leadership directly measures perceived organizational support and recognition. High scores indicate that personnel feel respected and appreciated, which reinforces intrinsic motivation, professional self-worth, and overall organizational morale.

112. (B) High rate of absenteeism, tardiness, and rapid departure after the bell
Indirect behavioral indicators of low morale include frequent short-term absenteeism, chronic tardiness, minimal engagement, and immediate departure at the end of the school day. These actions demonstrate psychological disengagement, minimal task compliance, and a lack of emotional commitment to the institution.

113. (B) Undercurrents of mistrust, poor relational climate, and depressed morale
Sarcastic comments regarding circulars, hostile subgroup formations, and sudden silence upon leadership's arrival reflect deep mistrust, poor relational climate, and depressed morale. These subtle behaviors signal severe disalignment between staff and administration, necessitating

Downloaded from www.pdf.tube

134. (B) II and IV
Shared pride in institutional reputation and collective willingness to work together during crises represent group morale, as they reflect shared socio-psychological attitudes. Intrinsic drive for mastery and personal promotional expectations describe individual motivation constructs centered on personal goals and individual expectations.

135. (D) Morale becomes fragile and low, characterized by anxiety and compliance
When motivation relies strictly on extrinsic pressure, fear of memos, or punitive supervision, long-term morale becomes fragile and low. Coercive management suppresses intrinsic professional commitment, fostering an environment marked by workplace anxiety, resentment, and minimal compliance across departments.

136. (A) Promotes trust, empowerment, autonomy, and positive alignment of goals
McGregor's Theory Y assumes that employees view work as natural, seek responsibility, and exercise self-direction. Aligning leadership practices with Theory Y builds high morale by promoting administrative trust, encouraging professional autonomy, empowering staff, and fostering positive goal alignment across the school.

137. (C) Collective group optimism and emotional support prevent disillusionment
Sustained high morale acts as a protective buffer during administrative setbacks or educational reforms. Strong group solidarity, mutual encouragement, and shared optimism reduce professional disillusionment, enabling staff members to maintain personal motivation and overcome operational challenges cohesively.

138. (A) Introduce collaborative projects, cross-departmental initiatives, and shared vision
To align individual motivation with group morale, the Principal should introduce cross-departmental initiatives, team-based projects, and a shared institutional vision. Encouraging inter-disciplinary collaboration breaks down departmental rivalries, builds social trust, and transforms individual motivation into high collective morale.

MCQGPT

139. (D) By empowering senior teachers to mentor others and lead innovations
Fulfilling self-actualization needs among senior teachers involves empowering them to mentor junior colleagues, lead curriculum innovations, and contribute to institutional policy. Providing opportunities for professional self-fulfillment elevates personal satisfaction and enriches overall institutional morale through shared expertise and leadership.

140. (B) Delegating authority, participatory decision-making, and open channels
Non-monetary administrative strategies that effectively boost staff morale include delegating authority, practicing participatory decision-making, and maintaining open communication channels. Involving teachers in planning satisfies needs for autonomy and respect, strengthening administrative trust and organizational commitment.

141. (C) It builds trust in leadership and reassures staff that concerns are handled fairly
Establishing a transparent, prompt grievance redressal mechanism boosts morale by reassuring staff that operational concerns and interpersonal disputes are addressed impartially. Effective grievance handling reinforces procedural justice, builds trust in administrative leadership, and prevents lingering resentment within the staffroom.

142. (D) Upgrade amenities, address grievances, establish open communication, and acknowledge efforts
To rebuild low staff morale effectively, a new Principal should upgrade basic staffroom amenities, resolve pending grievances, open transparent communication channels, and acknowledge teacher contributions. Addressing foundational hygiene needs and building trust establishes the environment required for long-term institutional improvement.

143. (A) Enhancing professional self-efficacy, intrinsic motivation, and sense of ownership
Granting teachers professional autonomy in selecting instructional strategies boosts morale by reinforcing professional self-efficacy and intrinsic motivation. Feeling trusted to exercise professional judgment enhances job satisfaction, fosters pedagogical innovation, and instills a

124. (B) Channel high morale toward academic goals through clear standards and alignment
When high staff morale exists alongside poor academic output, the Principal should channel existing positive group dynamics toward educational objectives. Setting clear academic standards, introducing data-driven planning, and aligning team enthusiasm with instructional priorities converts staff cohesion into improved student performance.

125. (C) A short-term state maintained through pressure, leading to severe burnout
A condition of low morale combined with high productivity is unsustainable over time. While coercive pressure, strict surveillance, and fear of penalties can temporarily maintain high task output, this state eventually results in severe stress, staff burnout, turnover, and eventual operational collapse.

126. (D) It encourages creative pedagogy, individual attention, and positive climate
High teacher morale enhances the quality of educational outcomes by encouraging pedagogical creativity, personalized student support, and a positive classroom atmosphere. Motivated educators invest emotional energy into lesson delivery, fostering deeper student engagement and comprehensive learning far beyond mechanical curriculum coverage.

127. (A) Social factors, group morale, and supportive supervision determine worker output
The Human Relations approach to administrative management demonstrated that social interactions, informal group dynamics, morale, and supportive supervision exert a primary influence on worker output. Employees respond positively to socio-psychological recognition and belongingness, challenging classical views focused solely on physical conditions and piece-rates.

128. (B) High-performing staff suffer exhaustion, causing morale and output to drop
Burnout among high-performing teachers disrupts the morale-productivity balance. Continuous heavy workloads, administrative pressure, and lack of support cause physical and emotional exhaustion, leading to reduced instructional quality, declining personal morale, and reduced overall institutional performance.

129. (B) Fostering citizenship behavior, innovation, and sustained commitment
Educational productivity encompasses academic achievement, holistic student development, and institutional efficiency. High staff morale advances these goals by fostering organizational citizenship behavior, encouraging pedagogical innovation, and inspiring sustained commitment among teachers, thereby improving overall institutional outcomes.

130. (A) Both A and R are true and R is the correct explanation of A
Motivation represents an individual employee's internal drive to accomplish specific tasks, whereas morale reflects the collective socio-psychological climate and team attitude. Although an individual can stay motivated temporarily in a low-morale environment, sustained group morale actively reinforces and sustains long-term individual motivation.

131. (C) Motivation is an individual drive, while morale is a collective socio-psychological attitude
The fundamental distinction between motivation and morale lies in their psychological scope. Motivation operates primarily at the individual level as an internal drive directing behavior toward goals. Conversely, morale operates as a collective socio-psychological construct representing shared spirit, trust, and group alignment within an organization.

132. (D) It provides psychological encouragement and shared purpose that energizes effort
High group morale creates a supportive workplace culture that energizes individual teacher motivation. Operating in an environment characterized by mutual trust, shared enthusiasm, and peer appreciation provides psychological encouragement, reinforcing individual effort and strengthening personal commitment to institutional excellence.

133. (C) By fostering a supportive climate where effort leads to successful performance
In Vroom's Expectancy Theory, "Expectancy" reflects the belief that individual effort leads to successful performance. High organizational morale strengthens this belief by providing a supportive environment, essential resources, and peer cooperation, reassuring teachers that their effort will yield meaningful educational outcomes.

Click Here to Buy book on Flipkart

CHAPTER 12

Role of Incentives in Building Morale

1. In organizational behavior and educational administration, how is an "incentive" precisely defined in contrast to basic compensation?
(A) Any inducement, reward, or stimulus designed to motivate specific desirable behaviors or performance outcomes
(B) A fixed contractual payment made to employees regardless of institutional outcomes
(C) A statutory benefit mandated by government service rules to mitigate inflation
(D) An informal verbal appreciation extended exclusively during annual performance reviews

2. Which of the following best categorizes the fundamental dichotomy of incentives in an educational institution?
(A) Primary incentives and Secondary incentives
(B) Direct incentives and Indirect incentives
(C) Tangible/Monetary incentives and Intangible/Non-monetary incentives
(D) Short-term statutory allowances and Long-term pensionary benefits

3. In the context of school administration, which of the following is classified as a tangible incentive?
(A) Grant of a performance-based cash award or honorarium
(B) Written commendation entry in the Service Book
(C) Delegation of academic autonomy for curriculum planning
(D) Public recognition during the Annual Day function

4. An incentive system in educational management primarily operates on which psychological mechanism?
(A) Eliminating operational conflict among staff members
(B) Enforcing compliance through administrative sanctions
(C) Standardizing routine administrative tasks across departments
(D) Conditioning expectations by linking effort and performance to valued outcomes

5. Which of the following statements correctly distinguishes between intrinsic and extrinsic incentives?
(A) Intrinsic incentives are driven by monetary bonuses, whereas extrinsic incentives stem from personal job satisfaction
(B) Intrinsic incentives arise from internal satisfaction and professional pride, whereas extrinsic incentives are external rewards provided by the administration
(C) Intrinsic incentives are governed by CCS (Conduct) Rules, whereas extrinsic incentives are governed by GFR
(D) Intrinsic incentives apply only to administrative staff, whereas extrinsic incentives apply exclusively to teaching faculty

MCQGPT

6. Which type of incentive is specifically designed to foster collaborative problem-solving and collective responsibility among high school faculty?
(A) Individual merit-pay increment
(B) Seniority-based promotion
(C) Team or group performance incentive
(D) Personal discretionary allowance

7. From a structural perspective, financial incentive schemes in educational organizations are intended to address which of the following core objectives?
(A) Absolute equalization of baseline administrative salaries across all cadre levels
(B) Complete elimination of formal performance appraisal procedures and evaluations
(C) Structural replacement of baseline non-practicing and official transport allowances
(D) Direct alignment of employee effort with organizational strategic goals

8. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): Non-monetary incentives such as professional autonomy and public recognition are

deep sense of ownership over student learning outcomes.

144. (A) Both A and R are true and R is the correct explanation of A
Participatory management significantly elevates staff morale by involving teachers in institutional planning and decision-making. Including personnel in administrative discussions fulfills higher-order needs for autonomy, self-esteem, and organizational belonging, aligning individual professional effort with institutional goals.

145. (B) They demonstrate institutional care, foster bonding, and improve the human relations climate
Staff welfare initiatives—such as celebrating professional milestones and providing health and wellness support—boost school morale by demonstrating genuine organizational care. These human-centered practices strengthen interpersonal bonding, foster mutual respect, and create a supportive organizational climate across all departments.

146. (A) Providing preparation rubrics, ensuring resources, and offering reassurance
Supportive leadership protects staff morale during high-stress inspection periods when the Principal provides clear preparation guidelines, secures essential instructional resources, and offers emotional reassurance. Shielding staff from unnecessary pressure builds confidence, reduces anxiety, and maintains high group cohesion.

147. (C) Enhances competence, reduces classroom stress, and demonstrates institutional investment
Providing continuous professional development workshops boosts teacher morale by enhancing instructional competence and reducing classroom stress. Offering meaningful growth opportunities demonstrates institutional investment in teacher development, satisfying esteem needs and fostering continuous professional improvement across subject areas.

148. (D) Include guest faculty in department meetings, training, and recognition equal to permanent staff
Integrating guest faculty into departmental meetings, professional development workshops, and institutional recognition schemes boosts overall school morale. Eliminating professional marginalization fosters organizational belonging, strengthens team unity, and encourages contractual staff to contribute actively to academic and co-curricular initiatives.

149. (C) Removing communication barriers, fostering accessibility, and ensuring staff feel heard
Maintaining an Open Door Policy boosts staff morale by eliminating administrative communication barriers and enhancing leadership accessibility. Knowing that administrators are receptive to dialogue reassures staff that concerns will be heard and addressed, reinforcing psychological safety and organizational trust.

150. (B) A high-performing, cohesive learning organization driven by shared vision and trust
Systematically building staff morale transforms a school from a bureaucratic workplace into a high-performing, cohesive learning organization. Strong staff morale fosters shared vision, relational trust, mutual professional support, and continuous pedagogical improvement, securing sustainable educational excellence and institutional vitality over the long term.

MCQGPT

****

93. (C) Vertical interpersonal relationships and administrative trust
A Principal who practices active listening, emotional intelligence, and respectful leadership strengthens vertical interpersonal relationships and administrative trust. Building trust between leadership and staff enhances open communication, reduces workplace anxiety, and significantly improves overall institutional morale.

94. (D) Hygiene factors whose inadequacy causes dissatisfaction
In Herzberg's Two-Factor Theory, financial compensation, medical benefits, and working conditions are categorized as hygiene factors. While adequate hygiene factors prevent job dissatisfaction, they do not inherently drive intrinsic motivation; however, their absence creates severe dissatisfaction and erodes staff morale.

95. (A) Timely disbursement removes financial stress, establishing a foundation for morale
Standardized compensation and prompt salary disbursements eliminate financial anxiety, satisfying basic security needs. Providing timely pay and allowances removes a major hygiene dissatisfier, creating a stable foundation upon which high staff morale, organizational trust, and professional commitment can be developed.

96. (B) Breakdown of hygiene factors leading to job dissatisfaction
Delays in disbursing legitimate financial claims and pay increments represent a failure of hygiene factors under Herzberg's theory. Unmet basic financial expectations create severe job dissatisfaction, leading staff to withdraw voluntary effort, engage in administrative protests, and experience a sharp decline in morale.

97. (B) Intrinsic motivators that elevate morale beyond baseline satisfaction
While baseline monetary pay satisfies basic hygiene needs, non-monetary rewards—such as professional growth opportunities, meaningful recognition, and task autonomy—act as intrinsic motivators. These motivators fulfill higher-order psychological needs, elevating teacher morale beyond simple satisfaction toward genuine organizational engagement.

98. (A) Adams' Equity Theory
Adams' Equity Theory explains how employees judge fairness by comparing their input-to-outcome ratio with that of peers. Perceptions of equitable treatment, fair pay distribution, and balanced recognition foster trust, whereas perceived inequities depress employee morale and reduce voluntary effort.

99. (C) Reduce their inputs or express overt dissatisfaction
Under Adams' Equity Theory, when teachers perceive an unfair balance between their efforts and organizational rewards compared to peers, feelings of inequity emerge. To restore cognitive balance, demoralized staff tend to reduce work inputs, avoid extra-curricular responsibilities, or voice overt dissatisfaction.

100. (D) By ensuring timely processing of service claims, increments, and promotions
School Principals can optimize compensation mechanisms within government frameworks by ensuring prompt processing of annual increments, promotional files, and service claims. Efficient administrative processing prevents financial frustration, demonstrates care, and maintains organizational trust and baseline morale.

101. (C) Comprehensive pension schemes, health coverage, and leave encashment
Comprehensive benefit structures—including pensions, health insurance, and leave encashment—provide long-term socio-economic security. Satisfying safety and security needs lowers personal anxiety, increases organizational loyalty, and strengthens sustained teacher morale in public educational systems.

102. (A) Both A and R are true and R is the correct explanation of A
Financial compensation satisfies essential maintenance needs but is insufficient alone to maintain long-term staff morale. Sustained high morale requires satisfying higher-order psychological needs, including professional recognition, instructional autonomy, meaningful achievement, and supportive leadership.

103. (D) To systematically measure staff perceptions, feelings, and job satisfaction
The primary purpose of conducting a staff attitude survey or morale audit is to systematically evaluate teacher perceptions,

Downloaded from www.pdf.tube

often more effective than monetary incentives in sustaining long-term teacher motivation.
Reason (R): High level of intrinsic motivation in teaching is driven by self-actualization, professional efficacy, and social purpose rather than purely material gain.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. Which of the following is considered an environmental or contextual non-monetary incentive for school staff?
(A) Granting performance-linked annual cash bonuses and discretionary monetary rewards
(B) Providing a supportive, well-resourced, and safe school working climate
(C) Reimbursing medical expenditure under statutory Civil Services Medical Attendance rules
(D) Paying monetary honorarium for undertaking additional invigilation duties

10. When an incentive system fails to establish a clear link between performance and reward, which psychological state is most likely induced among teachers?
(A) Enhanced intrinsic goal orientation and heightened institutional commitment
(B) Cognitive dissonance and decreased organizational commitment
(C) Increased group cohesion, team synergy, and mutual professional trust
(D) Total operational reliance on democratic and participative leadership styles

11. Which of the following represents a structural drawback of relying solely on baseline salary increases as an incentive mechanism for driving school improvement?
(A) Baseline salary increases are entitlement-based and independent of specific performance outputs
(B) Baseline salary increases are legally non-enforceable under established statutory service rules and policies
(C) Baseline salary increases consistently cause high professional turnover among experienced teaching staff
(D) Baseline salary increases directly undermine the statutory authority of the School Management Committee

12. Consider the following statements regarding the taxonomy of incentives in school management:
I. Monetary incentives directly increase the material wealth or financial standing of the recipient.
II. Non-monetary incentives primarily satisfy higher-order psychological needs such as esteem and self-actualization.
III. Statutory allowances like Dearness Allowance (DA) function as performance-linked discretionary incentive rewards.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

13. Which of the following financial instruments is classified as a direct monetary incentive under public sector employee compensation frameworks?
(A) Formal Letter of Commendation and Appreciation issued by the Director of Education
(B) Provision of subsidized institutional housing quarter and residential facilities
(C) Deputation to national and international academic seminars and professional workshops
(D) Honorarium paid for undertaking additional specialized duties beyond normal scope

14. What is the fundamental statutory basis of an "Honorarium" granted to a government servant under Fundamental Rules (FR 9(9) & FR 46)?
(A) A regular monthly financial supplement granted for performing routine official duties with high efficiency
(B) A recurring contractual payment made for attending official staff meetings and conferences after normal hours
(C) A non-recurring payment granted for special work of an occasional or intermittent character
(D) A statutory grant of physical property or institutional land awarded for meritorious long-term service

15. A Vice-Principal in a Directorate of Education school is requested to oversee the conduct

MCQGPT

for qualified classroom teaching faculty
(B) It causes a direct percentage reduction in basic monthly salary levels across departments
(C) It acts as a resource incentive that enhances efficacy and reduces frustration
(D) It functions as an indirect financial penalty imposed upon traditional senior teachers

61. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): Non-financial incentives like public recognition and professional autonomy are effective in reducing teacher burnout and turnover.
Reason (R): High emotional exhaustion in teaching is primarily mitigated when teachers feel valued, respected, and empowered in their professional environment.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

62. Which of the following non-monetary awards is traditionally conferred at the institutional level to acknowledge overall dedication and punctuality among teachers?
(A) Statutory Cash Increment Certificate issued directly by Government Treasury
(B) Official Exemption Certificate from mandatory Biometric Attendance Logging
(C) Certificate of Meritorious Service / Best Teacher of the School Award
(D) Formal Administrative Immunity Certificate against Disciplinary Actions

63. Providing staff with opportunities to participate in school-level policy design and curriculum mapping is an application of:
(A) McGregor's Theory X authoritarian style of strict operational management
(B) Participative Management as a non-financial intrinsic motivator
(C) Transactional Leadership control and administrative enforcement mechanisms
(D) Bureaucratic Scientific Management principles proposed by Frederick Taylor

64. Which non-financial incentive strategy specifically aims at improving work-life balance for school staff within statutory parameters?
(A) Complete administrative exemption from physically attending school on mandatory working days
(B) Unilateral institutional reduction of statutory school timing without government approval
(C) Complete elimination of student academic evaluation duties and examination paper grading
(D) Supportive administrative attitude regarding leave sanctioned for family emergencies

65. What is the fundamental conceptual difference between an Individual Incentive Scheme and a Group Incentive Scheme?
(A) Individual schemes reward personal performance, while group schemes reward team achievement
(B) Individual schemes are strictly non-monetary, whereas group schemes are designed to be exclusively monetary
(C) Individual schemes apply exclusively to teachers, whereas group schemes apply only to administrative staff
(D) Individual schemes are completely illegal in government schools, whereas group schemes are statutory mandatory

66. In an educational setup, which of the following scenarios represents a Group Incentive Scheme?
(A) Awarding an individual cash prize to the teacher with the highest subject pass percentage in board exams
(B) Granting an advance monetary increment to a single teacher completing a Ph.D. degree in service
(C) Awarding a trophy and grant to a department that achieves institutional targets
(D) Giving a personal commendation letter to an individual teacher for achieving zero annual absenteeism

67. What is a major advantage of group incentive schemes in school administration?
(A) They foster peer cooperation, teamwork, and shared responsibility among faculty
(B) They completely eliminate the operational need for individual teacher performance evaluation entirely
(C) They automatically guarantee higher individual basic pay for all department

Click Here to Buy book on Amazon

(A) I and II only
(B) I, II, and IV only
(C) III and IV only
(D) I, II, III, and IV

23. In the context of government financial rules, what happens when an employee is granted an "Incentive Increment" for possessing higher qualifications?
(A) It grants a permanent exemption from statutory income tax calculations and annual deductions
(B) It automatically elevates the employee to a higher administrative supervisory post immediately
(C) It officially reduces the mandatory superannuation retirement age by two full years
(D) It adds a fixed rate increment to basic pay as per prescribed policy provisions

24. Which of the following is a primary limitation of monetary cash awards when used as the sole incentive mechanism for educators?
(A) They promote short-term compliance rather than long-term intrinsic commitment
(B) They are explicitly prohibited under all provisions of the General Financial Rules
(C) They are strictly illegal under the statutory Delhi School Education Act and Rules
(D) They automatically reduce the total administrative budget allocated for infrastructure

25. Which of the following monetary financial benefits acts as an incentive for employees to travel across India during sanctioned leave?
(A) Children Education Allowance (CEA)
(B) Leave Travel Concession (LTC)
(C) Daily Allowance (DA) on Tour
(D) Composite Transfer Grant (CTG)

26. Non-monetary incentives primarily target which category of human needs according to Abraham Maslow's Motivation Hierarchy?
(A) Physiological and basic biological needs
(B) Safety and physical security needs
(C) Social, Esteem, and Self-Actualization needs
(D) Financial stability and health protection needs

27. Which of the following administrative actions by a School Principal constitutes a high-impact non-monetary incentive for an innovative teacher?
(A) Public recognition and delegation of leadership for an academic innovation project
(B) Granting a permanent administrative waiver from preparing and submitting detailed daily lesson plans
(C) Formally reducing required daily institutional working hours by two hours every single day
(D) Reassigning and transferring the teacher to a routine administrative non-teaching clerk role

28. A Principal observes that a senior Post Graduate Teacher (PGT) consistently designs exceptional digital learning modules. To incentivize the teacher without financial expenditure, the Principal nominates the teacher as the Lead Resource Person for district-level teacher training and issues an official Commendation Letter. What type of incentive strategy is being deployed?
(A) Direct Financial Incentive Scheme involving immediate cash disbursements
(B) Statutory Service Progression Scheme administered under civil service rules
(C) Non-monetary Recognition and Career Enrichment Incentive
(D) Informal Compensatory Relief granted outside standard administrative procedures

29. Which of the following non-monetary incentives directly addresses a teacher's need for professional growth and competency enhancement?
(A) Complete exemption from invigilation duties during annual state board examinations
(B) Formal issue of a standardized government service identity card with official credentials
(C) Permanent allocation of a dedicated workstation desk in the school central staff room
(D) Deputation for prestigious pedagogical workshops and training programs

30. Consider the following non-monetary incentives:
I. Expressing public appreciation during institutional assemblies
II. Recording positive remarks in the Annual Performance Assessment Report (APAR)
III. Granting functional autonomy in adopting innovative instructional methodologies
Which of the above are recognized non-financial incentive mechanisms for teachers?
(A) I and II only
(B) II and III only

MCQGPT

upgradation under MACPS as per current Seventh Central Pay Commission (7th CPC) guidelines?
(A) Satisfactory
(B) Good
(C) Very Good
(D) Outstanding

46. Under government rules, what effect does a major penalty imposed under CCS (CCA) Rules have on the grant of financial incentives like MACPS during the penalty currency period?
(A) It has no legal effect; MACPS is a fundamental statutory right that cannot be withheld under any rules
(B) MACPS financial upgradation is permanently cancelled for the entire remaining service career of the employee
(C) MACPS upgradation is deferred until penalty expiry and suitability reassessment
(D) The employee is demoted to a lower pay level immediately upon issuance of the penalty order

47. Which financial scheme provides cash awards and certificates of merit to government school teachers on national and state levels for distinguished services?
(A) Rashtriya Uchchatar Shiksha Abhiyan (RUSA) Institutional Grants
(B) National Awards to Teachers (NAT) and State Teacher Awards
(C) PM-SHRI Institutional Infrastructure and Quality Development Fund
(D) National Means-cum-Merit Scholarship Scheme for Secondary Students

48. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): Financial incentive schemes in public institutions are strictly regulated by General Financial Rules (GFR) and Ministry of Finance guidelines.
Reason (R): Regulatory oversights ensure public accountability, administrative uniformity, and prevent arbitrary allocation of government funds.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

49. Which of the following cash incentives is awarded specifically to schools/teachers in government setups for exceptional performance in sports and co-curricular activities at state or national levels?
(A) Cash prizes sanctioned under sports promotion guidelines
(B) Special Sports Allowance integrated into the regular Monthly Salary
(C) Permanent Exemption from undertaking routine class teaching duties
(D) Automatic statutory grant of additional accumulated Earned Leave

50. In the Directorate of Education, GNCT of Delhi, special financial incentives or state awards given to teachers are financed through:
(A) Commercial sponsorships from private corporations
(B) Deductions from student monthly fees
(C) Approved budgetary allocations under the state government's schemes
(D) Contributions from Parent-Teacher Associations (PTA) funds exclusively

51. What is the fundamental distinction between a functional promotion and a financial upgradation under MACPS in government service?
(A) Promotion involves higher duties with higher pay, whereas MACPS provides higher pay without duty changes
(B) MACPS permanently changes the employee's cadre designation, whereas functional promotion keeps basic pay unchanged
(C) Functional promotion is granted automatically after 10 years of service, whereas MACPS requires a UPSC interview
(D) MACPS is applicable exclusively to Group A officers, whereas functional promotion applies only to Group C staff

52. Which non-financial incentive mechanism is widely recognized as a major instrument for long-term career progression and status enhancement in educational institutions?
(A) Delegation of daily classroom register marking and administrative attendance reporting
(B) Granting additional casual leave entitlement over and above prescribed statutory limits
(C) Allowing flexible daily arrival times at school without biometric attendance logging
(D) Merit-based functional promotion to supervisory roles like Vice-Principal or

Downloaded from www.pdf.tube

38. Which of the following represents an effective non-monetary staff welfare incentive in educational management?
(A) Awarding double financial payment for performing routine examination evaluation work
(B) Offering discretionary cash advances directly out of school accounts without administrative sanction
(C) Granting study leave for advanced academic research under leave rules
(D) Exempting senior teaching staff from routine institutional performance accountability measures

39. Under the Central Civil Services (CCS) frameworks applicable to Delhi Government schools, which financial incentive is provided to staff for pursuing higher qualifications relevant to their official duties?
(A) Productivity Incentive Bonus Scheme for Non-Gazetted Employees
(B) Special Project Allowance for Assigned Administrative Duties
(C) Deputation Special Pay for Service in External Organizations
(D) Lump-sum Incentive Grant for acquiring Higher Qualifications

40. Under government service rules, what is the prerequisite condition for sanctioning a lump-sum financial incentive for acquiring higher qualifications?
(A) The qualification must be directly relevant to the duties of the post held
(B) The qualification must be fully acquired prior to formally entering government service
(C) The employee must obtain a minimum aggregate of 90% marks in the degree examination
(D) The qualification must be mandatory obtained from an accredited foreign university only

41. A TGT (Natural Science) in a Directorate of Education school successfully completes a Ph.D. in Science Education after obtaining proper prior permission from the competent authority. As per government guidelines regarding financial incentives for higher qualifications, how should the administration proceed?
(A) Reject the claim as higher qualifications do not attract financial incentives under statutory service rules
(B) Process the claim for a lump-sum incentive payment as per prescribed government rates
(C) Grant immediate administrative promotion to Principal grade while bypassing standard UPSC selection procedures
(D) Award double monthly salary increments continuously for the remainder of the official service tenure

MCQGPT

42. In government administrative procedures, how is an "Honorarium" disbursed under GFR and Treasury Rules?
(A) Drawn on standard monthly pay bills without requiring prior sanction of any competent authority
(B) Sanctioned by the competent authority with explicit recording of special reasons
(C) Paid directly in physical cash out of petty cash reserves without maintaining official ledger records
(D) Financed exclusively through student welfare fund contributions collected at institutional levels

43. Which of the following financial benefits provides monetary support to government school teachers for the education of their children?
(A) Children Education Allowance (CEA) and Hostel Subsidy
(B) Family Welfare Financial Incentive and Medical Allowance
(C) Child Care Special Bonus for Primary Education Expenses
(D) School Infrastructure Development Grant for Institutions

44. Consider the following monetary incentive schemes operating in government educational institutions:
I. Modified Assured Career Progression Scheme (MACPS)
II. Children Education Allowance (CEA)
III. Leave Travel Concession (LTC)
IV. National/State Teacher Award Cash Prize
Which of the above involve direct financial disbursements or pay matrix level upgradations to eligible staff?
(A) I and II only
(B) III and IV only
(C) I, II, and IV only
(D) I, II, III, and IV

45. What is the rule requirement regarding the performance benchmark for granting financial

(C) I and III only
(D) I, II, and III

31. What role does the Annual Performance Assessment Report (APAR) play as a non-monetary incentive mechanism in government service?
(A) It provides immediate daily monetary payouts and overtime compensation for routine administrative work
(B) Positive APAR gradings serve as a critical gateway for promotions, career advancement, and awards
(C) It serves as a public performance document published prominently on the school notice board every month
(D) It completely replaces the mandatory requirement for written competitive tests during departmental recruitment

32. Granting "Job Enrichment" to a school teacher involves which of the following non-monetary supervisory approaches?
(A) Horizontally adding more repetitive administrative clerical tasks belonging to the exact same organizational level
(B) Systematically rotating the teacher across entirely different subject domains regardless of domain competence
(C) Significantly reducing total weekly working hours while maintaining completely identical classroom tasks
(D) Vertically expanding job responsibilities by offering greater autonomy and challenging tasks

33. Which non-monetary incentive is specifically associated with strengthening a teacher's sense of ownership and organizational commitment?
(A) Participatory management through inclusion in key decision committees
(B) Strict unilateral administrative decision-making maintained exclusively by the head of school
(C) Mandatory automated attendance tracking and daily verification via biometric scanning devices
(D) Enforcing strict administrative supervision, rigid routine checks, and punitive measures

34. How does granting "Academic Autonomy" serve as an incentive for experienced teachers?
(A) It allows teachers to completely bypass the official curriculum and prescribe arbitrary unapproved textbooks
(B) It fully exempts teachers from maintaining mandatory class attendance registers and student progress reports
(C) It empowers teachers to experiment with novel pedagogical strategies within policy frameworks
(D) It grants total legal immunity from the provisions of Central Civil Services Conduct Rules during service

35. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): Non-monetary incentives like commendation entries in service records can significantly boost teacher morale without creating financial burdens on the state exchequer.
Reason (R): Non-monetary incentives satisfy higher-order psychological needs for esteem, recognition, and self-efficacy.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following non-monetary incentives is related to spatial and environmental job conditions in a school setting?
(A) Granting additional casual leave days over and above the prescribed statutory annual entitlement
(B) Completely waiving the statutory requirement of maintaining minimum teaching periods per week
(C) Provisioning short-term advance salary drawals and interest-free loans during festive seasons
(D) Allocating well-equipped smart classrooms and personal working spaces

37. Symbolic awards (e.g., badges, trophies, framed certificates) awarded during school annual functions operate primarily as:
(A) Extrinsic monetary motivators and salary supplements
(B) Non-monetary social recognition incentives
(C) Statutory financial entitlements under service rules
(D) Operational administrative sanctions and compliance measures

Click Here to Buy book on Flipkart

Principal

53. Public recognition strategies (e.g., felicitations, media coverage of school achievements) act as non-financial incentives by strengthening which aspect of a teacher's professional life?
(A) Personal financial credit score and banking loan eligibility limits
(B) Social status, professional identity, and self-esteem
(C) Statutory pensionary entitlement and superannuation benefits
(D) Complete exemption from statutory invigilation duties

54. Consider the following non-financial recognition strategies in a school:
I. Publishing teacher achievements in the official school newsletter/website
II. Issuing formal Letters of Commendation from the Directorate of Education
III. Recommending teachers for prestigious external fellowship programs
Which of the above strategies can be utilized by a Head of School to boost morale?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

55. How does the recording of a formal Commendation in a teacher's Annual Performance Assessment Report (APAR) act as a structural non-financial incentive?
(A) It provides immediate financial cash reimbursement directly at the end of the current month
(B) It permanently waives the mandatory statutory requirement of minimum classroom attendance
(C) It automatically converts temporary contractual service to regular permanent government service
(D) It enhances the teacher's profile during evaluations for promotions, awards, and deputations

56. A Principal wants to recognize a group of science teachers who mentored students to win a National Science Exhibition. The Principal organizes a special felicitation during the school morning assembly, presents them with framed appreciation plaques, and posts their success on the department's portal. This intervention is an example of:
(A) Non-financial Social Recognition and Esteem Enhancement Strategy
(B) Direct Financial Incentive Scheme involving immediate cash disbursements
(C) Mandatory Statutory Career Progression Requirement under service rules
(D) Formal Disciplinary Reward Mechanism administered by the department

57. Which of the following forms of non-financial incentives leverages the concept of "Empowerment"?
(A) Systematically reducing the overall duration and frequency of routine staff meetings
(B) Delegating authority to lead a key academic committee or project initiative
(C) Periodically distributing standardized stationery sets and basic classroom supplies
(D) Standardizing uniform dress codes and professional appearance guidelines for staff

58. Which non-monetary incentive is created when a Head of Institution maintains an open, transparent, supportive, and participatory organizational culture?
(A) Structural Financial Equity and Compensation Balance
(B) Positive School Climate and Psychological Safety
(C) Extrinsic Material Incentive and Statutory Allowance
(D) Formal Administrative Sanction and Institutional Compliance

59. Recommending an outstanding teacher for a national-level pedagogical exposure trip or international exchange program functions primarily as what type of incentive?
(A) Non-monetary Professional Development and Status Incentive
(B) Compensatory Financial Relief Scheme for Expenses Incurred on Travel
(C) Mandatory Statutory Duty mandated under civil service Conduct Rules
(D) Administrative Deputation Allowance attached to ex-cadre postings

60. What is the effect of providing state-of-the-art technological infrastructure (e.g., interactive whiteboards, high-speed internet) on staff morale and performance?
(A) It completely replaces the operational need

Downloaded from www.pdf.tube

explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Which of the following best balances the trade-off between individual competitiveness and team cohesion in educational administration?
(A) Relying exclusively on individual cash bonuses for every minor classroom task completed
(B) Completely eliminating all forms of performance-based institutional recognition schemes
(C) Implementing a hybrid system combining individual recognition with team awards
(D) Utilizing punitive penal measures and administrative sanctions instead of incentives

77. According to Victor Vroom's Expectancy Theory of Motivation, the link between incentives and performance depends on three core relationships. Which of the following correctly lists these three components?
(A) Individual Inputs, Organizational Outputs, and Perceived Systemic Equity
(B) Hygiene Factors, Motivator Needs, and Job Satisfaction Dimensions
(C) Existence Needs, Relatedness Needs, and Growth Development Needs
(D) Expectancy, Instrumentality, and Valence

78. In Victor Vroom's Expectancy model, if a teacher believes that high performance will NOT lead to receiving the promised incentive/reward, which variable is zero?
(A) Effort-Performance Expectancy
(B) Reward Valence Preference
(C) Instrumentality
(D) Organizational Equity Index

79. How does B.F. Skinner's Operant Conditioning Theory explain the mechanism of incentives in influencing employee performance?
(A) Human behavior is governed purely by subconscious childhood drives and psychological conflicts
(B) Behavior is shaped by consequences; positive reinforcement increases desirable behavior
(C) Incentives naturally create internal cognitive frustration that forces employees to work harder
(D) Employee performance improves consistently only when negative sanctions are applied continuously

MCQGPT

80. For an incentive system to effectively drive performance improvement, the reward must be administered:
(A) Unconditionally to all institutional employees regardless of actual performance results
(B) At least five full years after the original achievement is officially demonstrated
(C) Exclusively at the personal administrative discretion of external political authorities
(D) Contingently, transparently, and in close proximity to performance

81. According to Goal-Setting Theory (Locke & Latham), incentives are most effective in boosting performance when they are tied to goals that are:
(A) Specific, challenging, achievable, and accepted by employees
(B) Vague, highly subjective, and extremely easy to accomplish without effort
(C) Completely unattainable and kept strictly confidential by institutional management
(D) Generic, unmeasurable, and disconnected from daily institutional operations

82. What occurs to employee performance when there is a perceived mismatch between effort expanded and the reward received, according to Adams' Equity Theory?
(A) Employee performance remains completely unchanged regardless of cognitive perception
(B) The employee automatically doubles personal effort to actively compensate for the gap
(C) The employee experiences inequity distress and adjusts effort downward
(D) The employee receives an automatic administrative promotion under statutory civil rules

83. The term "Performance-Incentive Alignment" in educational management implies that:
(A) Incentive structures directly reinforce metrics aligned with strategic school goals
(B) Every single classroom task executed by a teacher must receive immediate monetary cash payment
(C) All teachers receive identical annual performance appraisal ratings irrespective of student outcomes
(D) Monetary incentive cash rewards completely

members regardless of effort
(D) They permanently prevent any professional conflict between teachers and school management authorities

68. Consider the following statements regarding group incentive schemes in schools:
I. They can reduce unhealthy internal competition among teachers.
II. They may give rise to the "free-rider" problem where low-performing members benefit from high performers' efforts.
III. They encourage inter-departmental collaboration and knowledge sharing.
IV. They completely eliminate the need for leadership oversight.
Which of the above statements are correct?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) I, II, III, and IV

69. What psychological phenomenon occurs in group incentive schemes when certain team members reduce their personal effort, relying on the effort of others?
(A) Group Polarization and Ideological Shift
(B) Social Loafing / Free-Rider Effect
(C) Pygmalion Effect and Expectancy Bias
(D) Hawthorne Effect and Supervisory Bias

70. When are individual incentive schemes most effective in an educational institution?
(A) When tasks are highly interdependent across departments and require continuous active collaboration
(B) When the school organizational climate is suffering from severe internal interpersonal conflict
(C) When outputs are clearly identifiable and directly attributable to individual effort
(D) When objective empirical measurement of individual daily work is completely impossible to execute

71. A Principal wishes to improve the overall cleanliness, maintenance, and learning climate of school classrooms. The Principal introduces a "Best Classroom Maintenance Award" where all class teachers, student monitors, and assigned support staff of the winning grade section are recognized and awarded a collective rolling shield and special facility upgrade. What type of incentive structure is this?
(A) Individual Merit Incentive
(B) Seniority-based Financial Scheme
(C) Direct Compensatory Allowance
(D) Group/Team Incentive Scheme

72. Which of the following is a primary risk associated with over-emphasizing individual incentive schemes among school teachers?
(A) Erosion of collaborative culture and resource hoarding among teachers
(B) Unintended severe reduction in personal accountability and individual effort
(C) Dramatically increased inter-school mobility and transfer requests of students
(D) Complete systemic failure of national public examination evaluation systems

73. How can a Head of Institution design a group incentive scheme to minimize the "free-rider" effect?
(A) By completely eliminating all overarching group performance goals and targets entirely
(B) By requiring both overall group goals and baseline individual performance thresholds
(C) By keeping group membership and team evaluation metrics strictly secret from all staff
(D) By granting the complete financial reward exclusively to the designated group leader

74. In collaborative school tasks such as organizing a National Sports Meet or Annual Cultural Fest, which incentive structure is most aligned with operational success?
(A) Individual competitive incentives assigned separately to each participating teacher
(B) Group incentive recognizing collective event coordination and outcome
(C) Discretionary monetary salary deductions for minor individual operational mistakes
(D) Standard statutory compensatory allowances provided routinely under service rules

75. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): Group incentive schemes promote organizational citizenship behavior (OCB) among teaching staff.
Reason (R): Group incentives align individual goals with common school goals and create mutual peer support systems.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct

Click Here to Buy book on Amazon

and evaluation of a state-level scholarship examination outside normal working hours. The department sanctions a specific payment under Financial Rules for this task. What type of monetary payment is this?
(A) Special Fee
(B) Honorarium
(C) Overtime Allowance
(D) Dearness Allowance

16. In government budgetary mechanisms, what distinguishes a "Fee" (under FR 9(7)) from an "Honorarium" paid to an employee?
(A) Honorarium is paid exclusively from private corporate funds, whereas Fee is paid directly from the Consolidated Fund of India
(B) Honorarium is subject to mandatory income tax deductions, whereas Fee is considered entirely exempt from all statutory tax liabilities
(C) Fee is granted exclusively to Group A gazetted officers, whereas Honorarium is strictly restricted to non-gazetted Group C employees
(D) Fee is remuneration received from non-government sources, whereas Honorarium is paid directly from public funds

17. Which of the following monetary financial schemes in government service provides financial upgradation to employees to prevent stagnation, even in the absence of functional promotion?
(A) Modified Assured Career Progression Scheme (MACPS)
(B) Productivity Linked Bonus Scheme for Non-Gazetted Employees
(C) Leave Travel Concession Encashment during Service Tenure
(D) Children Education Allowance and Hostel Subsidy Reimbursement

18. Under the Modified Assured Career Progression Scheme (MACPS) applicable to central/ Delhi government school employees, financial upgradations are granted at which service intervals, subject to fulfilling benchmark performance?
(A) 5, 10, and 15 years
(B) 10, 20, and 30 years
(C) 8, 16, and 24 years
(D) 12 and 24 years only

19. How does MACPS function as a monetary motivator in government schools?
(A) It places the employee in the next higher Pay Level without changing functional designation
(B) It provides immediate double basic increments upon achieving high student pass percentages in board examinations
(C) It awards a direct lump-sum financial grant of Rs. 1,00,000 upon successful completion of 10 years of service
(D) It automatically converts temporary contractual teachers into permanent statutory government cadres

MCQGPT

20. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): Allowances such as House Rent Allowance (HRA) and Transport Allowance (TA) cannot be treated as performance incentives.
Reason (R): Standard allowances are compensatory benefits provided to meet specific cost-of-living expenses and do not depend on individual merit or performance outcomes.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. Which of the following performance-linked monetary rewards is granted to certain non-gazetted government staff based on organizational output indices?
(A) Non-Practicing Allowance for Medical Officers
(B) Productivity Linked Bonus (PLB)
(C) Deputation Duty Allowance for Ex-Cadre Posts
(D) Hard Area Allowance for Remote Posting

22. Consider the following items regarding incentives available in educational or government setups:
I. Cash Award attached to State Teacher Award
II. Advance increments awarded for acquiring higher educational qualifications (where applicable under rules)
III. Written Commendation from the Head of School
IV. Encashment of Earned Leave at the time of retirement or LTC
Which of the above are monetary incentives?

replace regular monthly statutory base pay salaries

84. Which of the following conditions is necessary for a performance-linked incentive scheme to improve instructional quality in schools?
(A) Teachers must work in complete professional isolation without any supervisory feedback
(B) Performance evaluation standards must be changed weekly without providing prior notice
(C) Financial rewards must be distributed exclusively via secret administrative lotteries
(D) Teachers must possess prerequisite skills, resources, and institutional support

85. A Head of School notices that despite introducing a commendation scheme for innovative teaching, overall instructional quality has not improved. Upon investigation, teachers report that they do not understand the criteria used for selecting commended teachers and feel the selection is arbitrary. In terms of motivation theory, which link is broken?
(A) Effort-to-Performance Expectancy Connection
(B) Performance-to-Outcome Instrumentality
(C) Biological Survival Need Satisfaction Level
(D) Hygiene Factor Maintenance Dimension Index

86. When incentives are perceived as unfair, biased, or favor partisan interests, what impact do they have on overall organizational performance?
(A) They dramatically increase overall productivity and motivation across all school departments
(B) They significantly enhance professional trust in administrative leadership and supervisors
(C) They demotivate high performers, breed cynicism, and depress overall performance
(D) They streamline administrative workflow effectively without causing any emotional fallout

87. In the context of school management, "Valence" in expectancy theory refers to:
(A) The perceived statistical probability that effort will lead to successful task completion
(B) The formal administrative accounting procedure used for processing monthly salary bills
(C) The formal statutory disciplinary code governed strictly under Central Civil Services Rules
(D) The strength of a teacher's preference for a particular reward or outcome

88. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): High performance cannot be achieved through incentives alone if teachers lack essential pedagogical competencies and instructional resources.
Reason (R): Performance is a multiplicative function of ability, motivation, and situational support (Performance = Ability × Motivation × Opportunity).
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. How is "Morale" distinguished from "Motivation" in organizational management literature?
(A) Motivation is exclusively a collective group phenomenon, whereas morale is purely an individual trait
(B) Morale is collective group attitude and satisfaction, whereas motivation is individual goal drive
(C) Morale relates strictly to monetary financial compensation, whereas motivation relates to statutory leave
(D) Morale is temporary and short-term, whereas motivation is permanent, fixed, and unchangeable over time

90. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): High staff morale in a school directly correlates with lower teacher absenteeism, higher organizational commitment, and a positive learning climate.
Reason (R): Morale reflects collective job satisfaction, mutual trust, and shared willingness to contribute toward organizational goals.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

Downloaded from www.pdf.tube

(D) A is false but R is true

91. According to Frederick Herzberg's Two-Factor Theory, monetary pay and basic working conditions function primarily as:
(A) Hygiene Factors whose absence causes dissatisfaction, but presence does not build long-term morale
(B) True Motivator Factors that inherently generate intense, long-term professional job satisfaction
(C) Advanced Self-actualization catalysts operating directly within human psychological hierarchies
(D) Primary Intrinsic cognitive drivers that push employees toward sustained creative excellence

92. Consider the following factors in a school environment:
I. Interpersonal relations with the Head of School and colleagues
II. Recognition and opportunity for professional growth
III. Base salary and working conditions
IV. Sense of achievement in student success
According to Herzberg's theory, which of the above are classified as "Motivators" (growth factors) that directly build high long-term morale?
(A) I and III only
(B) II and IV only
(C) I, II, and IV only
(D) I, II, III, and IV

93. What is the impact of well-designed non-financial incentive schemes on school staff morale?
(A) They create severe financial deficits in official school contingency development funds
(B) They significantly decrease overall academic learning expectations from enrolled students
(C) They render administrative supervision and leadership oversight completely obsolete
(D) They enhance psychological safety, self-efficacy, and professional pride

94. A school where staff exhibit low morale, high cynicism, frequent absenteeism, and reluctance to take on co-curricular responsibilities is experiencing:
(A) High Intrinsic Professional Motivation
(B) Democratic Participative Organizational Climate
(C) Low Morale and Organizational Anomie
(D) Optimal Level of Professional Efficacy

95. Which of the following incentive leadership practices by a Principal is most effective in raising low morale among school faculty?
(A) Completely ignoring performance differences and treating all staff members with absolute indifference
(B) Recognizing authentic teacher efforts, giving feedback, and facilitating growth opportunities
(C) Continuously increasing routine administrative paperwork and conducting frequent surprise inspections
(D) Restricting teacher access to essential classroom teaching learning materials and infrastructure

96. High morale among school staff positively impacts student academic outcomes primarily through which mechanism?
(A) Direct unauthorized alteration of standard state examination question papers and answer keys
(B) Automatic statutory waiver of mandatory student classroom attendance and discipline requirements
(C) Complete elimination of continuous and comprehensive academic evaluation systems across classes
(D) Enhanced teacher engagement, enthusiasm, supportive interactions, and instructional quality

97. Which of the following conditions is likely to severely damage teacher morale despite the presence of monetary incentives?
(A) Autocratic leadership, lack of support, and organizational injustice
(B) Transparent, objective, and clearly communicated performance evaluation standards
(C) Continuous provision of modern educational technology and smart classroom tools
(D) Regular and equitable opportunities for continuous professional development programs

98. How does regular, timely, and genuine recognition contribute to morale building in educational institutions?
(A) By directly increasing the total statutory tenure and retirement age of teaching staff
(B) By completely replacing mandatory

MCQGPT

classroom teaching hours with administrative leisure time
(C) By fulfilling psychological needs for belonging and esteem, reinforcing purpose
(D) By granting automatic legal immunity from statutory central civil service conduct rules

99. The relationship between incentives and staff morale is mediated by:
(A) Perceived fairness in how incentives are allocated
(B) The physical age and architectural style of the main school building alone
(C) The total overall number of students enrolled in the entire educational district
(D) The routine operational frequency of external statutory audit inspections

100. Which indicator provides the most reliable evidence of high staff morale in a government school?
(A) High staff turnover rates and frequent official requests for transfer out of the school
(B) Total silence during institutional staff meetings with zero active staff participation
(C) Strict adherence to working hours down to the second with no willingness to assist students post-class
(D) Proactive teacher initiative, high enthusiasm, and mutual collaboration

101. When designing an institutional incentive scheme for a school, what is the first critical step a Principal must undertake?
(A) Immediately disburse cash prizes out of official school development contingency funds
(B) Conduct a needs assessment and define measurable objectives aligned with policy
(C) Print generic certificates of appreciation in bulk for distribution to all staff members
(D) Formulate strict administrative disciplinary penalties for non-participating employees

102. A Principal in a Directorate of Education school wants to establish an internal "Teacher of the Month" recognition scheme. To ensure transparency, credibility, and high acceptability, how should the Principal design the scheme guidelines?
(A) Decide the award winner unilaterally at the end of every month without disclosing criteria to staff
(B) Rotate the recognition award strictly based on the alphabetical order of teacher family names
(C) Involve a staff committee to publish objective criteria and ensure transparent evaluation
(D) Restrict the award eligibility exclusively to senior PGTs holding active administrative charges

103. Which principle of incentive scheme design ensures that all staff members perceive the rewards as unbiased, accessible, and allocated through fair procedures?
(A) Principle of Unilateral Administrative Arbitrariness
(B) Principle of Seniority-Based Exclusivity in Service
(C) Principle of Financial Austerity and Budget Cuts
(D) Principle of Procedural and Distributive Justice

104. In the SMART framework used for designing incentive performance criteria, what does the acronym "SMART" stand for?
(A) Specific, Measurable, Achievable, Relevant, Time-bound
(B) Simple, Meaningful, Administrative, Rational, Timely
(C) Systematic, Monetary, Authoritative, Regulatory, Technical
(D) Standardized, Managed, Aligned, Robust, Tested

105. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): An incentive scheme designed without consulting the teaching staff is prone to resistance and low operational impact.
Reason (R): Participative design ensures alignment between organizational goals and staff values, enhancing psychological ownership and scheme credibility.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

106. What is "Simplicity" as a design criterion for an effective institutional incentive system?
(A) The incentive scheme must require absolutely

Click Here to Buy book on Flipkart

transactional utility calculation.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. Under Herzberg's motivation-hygiene framework, continuously increasing monetary incentives without addressing poor working conditions or lack of professional respect will result in:
(A) Complete elimination of all work dissatisfaction and achievement of permanent peak performance
(B) Temporary reduction of dissatisfaction without generating true intrinsic motivation
(C) Instant and permanent positive transformation of overall school organizational culture
(D) Absolute statutory compliance with all modern pedagogical standards and benchmarks

122. Which of the following is a major administrative limitation of implementing individual performance-pay schemes in public school systems?
(A) Massive overabundance of statutory government funds allocated specifically for merit pay rewards
(B) Difficulty in isolating an individual teacher's contribution from confounding factors
(C) Universal endorsement and enthusiastic support by all active teacher unions without reservation
(D) Explicit statutory prohibition of formal employee performance evaluations under constitutional law

123. When financial incentives create intense internal competition among teachers, what essential school function suffers most?
(A) Collaborative school culture and professional peer mentoring
(B) Individual teacher daily attendance tracking and biometric verification systems
(C) Centralized institutional examination scheduling and room allotment procedures
(D) Timely routine submission of monthly expenditure bills to the state treasury

124. How does the "Crowding-Out Effect" impact public service motivation (PSM) among government school educators?
(A) It significantly increases active teacher participation in voluntary community service programs
(B) It greatly enhances deep intrinsic commitment toward holistic student welfare and development
(C) It replaces social duty and altruism with self-interested financial calculations
(D) It substantially strengthens democratic governance systems within School Management Committees

125. To overcome the limitations of monetary incentives alone, modern educational management frameworks advocate:
(A) Total abolition of all existing forms of institutional recognition and appreciation schemes
(B) Relying exclusively on severe punitive sanctions, threat of fines, and administrative transfers
(C) Completely replacing professional classroom teachers with automated software and AI systems
(D) A total-rewards approach integrating fair compensation, recognition, and autonomy

126. Under the guidelines of the National Awards to Teachers (NAT) scheme administered by the Ministry of Education, Government of India, what is the primary objective of conferring these awards?
(A) To provide statutory pension scale upgradations to senior government servants prior to retirement
(B) To systematically rank state education departments based strictly on annual budgetary expenditure
(C) To honor outstanding teachers who improved school education quality and student lives
(D) To select internal candidates for executive administrative posts within the Ministry of Education

127. In the context of the Directorate of Education, GNCT of Delhi, State Teacher Awards are presented annually on which designated occasion?
(A) Republic Day (26th January)
(B) Teachers' Day (5th September)
(C) National Education Day (11th November)
(D) Delhi Formation Day

MCQGPT

during routine internal audit inspections
(D) Fully bypass the mandatory statutory approval of the School Management Committee

114. What psychological phenomenon occurs when the introduction of extrinsic monetary rewards diminishes an individual's pre-existing intrinsic motivation to perform a task?
(A) Hawthorne Effect on Observational Employee Productivity
(B) Halo Effect in Subjective Administrative Appraisal Ratings
(C) Overjustification Effect (or Crowding-Out Effect)
(D) Pygmalion Effect in Supervisory Expectancy and Bias

115. According to research in educational management, relying exclusively on monetary incentives to improve teaching quality often fails because:
(A) Teaching is a complex cognitive activity driven strongly by intrinsic purpose and identity
(B) Teachers are legally prohibited from receiving monetary incentives under any circumstances
(C) Monetary wealth and cash bonuses are universally disliked by professional educational faculty
(D) Government public schools possess no official financial accounts for processing cash payouts

116. A school management introduced a cash bonus for teachers based strictly on the percentage of students scoring above 90% in board exams. Within a year, the Principal observed that teachers began focusing exclusively on test-drilling, ignoring low-performing students, and cancelling co-curricular activities. This situation illustrates which limitation of narrow monetary incentive schemes?
(A) Enhancement of Holistic Child Development across All Domains
(B) Complete Alignment with National Education Policy Strategic Frameworks
(C) Optimal Intrinsic Motivation Synergy within Teaching Departments
(D) Goal Displacement and Distortion of Educational Objectives

117. The "Decay Effect" or hedonic adaptation in monetary incentives refers to the phenomenon where:
(A) Currency notes physically deteriorate in purchasing value over time due to banking inflation rules
(B) Cash rewards lose motivational impact over time, being viewed as routine entitlements
(C) Employees resign immediately from service upon receiving any lump-sum financial cash bonus
(D) Non-monetary awards automatically become redeemable for physical cash after five years

118. When financial incentives are tied strictly to high-stakes student test scores, which undesirable unethical practice is most likely to emerge?
(A) Spontaneous development of collaborative inter-disciplinary project teaching methodologies
(B) Significantly increased institutional enrollment of disadvantaged socio-economic students
(C) Teaching to the test, grade inflation, and potential manipulation of academic records
(D) Widespread voluntary overtime classroom teaching conducted without any financial compensation

MCQGPT

119. Why do monetary incentives alone fail to address long-term systemic problems in school performance?
(A) They are far too easy to disburse under standard administrative General Financial Rules
(B) They automatically cause immediate local price inflation across surrounding retail markets
(C) They actively prevent qualified teaching faculty from pursuing advanced higher education
(D) They do not correct deficiencies in infrastructure, training, resources, and leadership

120. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): Offering short-term monetary cash bonuses for routine teaching tasks can destroy intrinsic motivation and professional ethos.
Reason (R): Extrinsic monetary framing shifts the teacher's cognitive orientation from an internal moral/professional commitment to a

no official documentation or operational record-keeping
(B) Rules and evaluation criteria must be clear, understandable, and unambiguous
(C) The incentive scheme must offer strictly minimal financial or material rewards to recipients
(D) The incentive scheme must apply exclusively to only one selected employee per academic year

107. Which of the following features is essential for maintaining the long-term sustainability and credibility of an incentive scheme?
(A) Periodic review, impact evaluation, and adaptation based on operational feedback
(B) Making frequent, unpredictable changes to evaluation criteria mid-way through the academic session
(C) Maintaining a permanent fixed financial allocation regardless of changing educational goals and needs
(D) Allowing arbitrary discretionary override of criteria by external non-educational authorities

108. The principle of "Timeliness" in incentive scheme execution requires that:
(A) Formal awards are deferred until the employee reaches superannuation retirement age
(B) Financial rewards are distributed in advance prior to any actual work being undertaken
(C) Rewards are conferred promptly following verified achievement of standards
(D) Official recognition is conferred strictly once every ten years during service tenure

109. What administrative precaution must a Head of Institution take while designing financial or material incentive schemes using school funds?
(A) Obtain informal verbal permission from local political representatives and community leaders
(B) Divert mid-day meal scheme funds to directly finance internal incentive cash prizes for staff
(C) Charge an extra mandatory monthly fee from enrolled students to pool financial funds internally
(D) Ensure compliance with General Financial Rules and statutory scheme guidelines

110. An incentive scheme that sets unachievable, excessively high performance benchmarks will most likely result in:
(A) Unprecedented immediate surges in overall teacher motivation and peak institutional productivity
(B) Immediate and comprehensive physical improvement in overall school infrastructure facilities
(C) Demotivation, frustration, cognitive burnout, and abandonment of effort
(D) Automatic grant of national level recognition and excellence awards to the school institution

111. Which of the following design strategies ensures that an incentive scheme caters to a diverse teaching workforce with varying psychological needs?
(A) Restricting institutional incentives strictly to direct cash monetary payouts exclusively
(B) Offering a balanced mix of recognition options tailored to diverse needs
(C) Mandating that all recognition awards be given exclusively to language department teachers
(D) Standardizing rewards to identical office stationery items provided uniformly for everyone

112. Consider the following steps in designing an effective school incentive scheme:
I. Formulating clear, objective, and transparent performance criteria
II. Conducting a baseline organizational needs assessment
III. Announcing the scheme and communicating criteria to all staff members
IV. Evaluating program outcomes and gathering staff feedback
Which of the following represents the correct logical sequence of these steps?
(A) I → II → III → IV
(B) II → I → III → IV
(C) III → I → II → IV
(D) II → III → I → IV

113. Flexibility in an institutional incentive scheme refers to the capacity to:
(A) Adapt performance metrics and incentive options to changing school priorities
(B) Arbitrarily alter winners' names post-declaration at administrative convenience
(C) Completely ignore statutory financial rules

Downloaded from www.pdf.tube

128. Consider the following eligibility criteria for the National Awards to Teachers (NAT):
I. Regular classroom teachers and heads of schools with prescribed minimum years of active teaching service.
II. Contractual teachers and private tutors with less than one year of service.
III. Teachers who have demonstrated innovative pedagogy, development of teaching-learning materials (TLM), and community engagement.
IV. Educational administrators and inspectors holding pure office cadres without teaching duties.
Which of the above fulfill the core eligibility conditions under the official scheme guidelines?
(A) I and III only
(B) II and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

129. What is the selection structure established for shortlisting candidates for the National Awards to Teachers (NAT)?
(A) Online self-nomination followed by District, State, and National Jury evaluations
(B) Official nomination submitted exclusively by local political leaders and municipal representatives
(C) Random computer-generated lottery drawing conducted annually at the central ministry level
(D) Seniority-based automatic selection determined strictly from the official state civil list

130. The Cash Prize component accompanying the National Award to Teachers (NAT) is typically accompanied by which symbolic honors?
(A) A diplomatic official passport and lifetime free domestic air travel privileges
(B) Automatic administrative promotion to the post of Joint Director of Education
(C) A Silver Medal, Certificate of Merit, and national ceremony invitation
(D) Permanent statutory exemption from payment of national personal income tax

131. A PGT (Physics) working in a Delhi government school develops low-cost virtual lab simulations, significantly improves board results in a underprivileged area, and authors open-source STEM learning guides. The Principal wishes to sponsor the teacher for the State Teacher Award. Which administrative action must the Principal take first?
(A) Direct the teacher to submit their portfolio on the online award portal within timelines
(B) Sanction an immediate cash award out of the school petty cash register without prior approval
(C) Issue an official order promoting the teacher to Vice-Principal grade without committee review
(D) Forward a hand-written letter directly to the Union Minister of Education bypassing state channels

132. What key performance dimension is evaluated by selection committees for State and National Teacher Awards?
(A) Total personal financial wealth and physical assets accumulated by the teacher over time
(B) Total physical distance commuted daily by the teacher to reach the assigned school
(C) Total cumulative number of casual leaves taken by the teacher during their service career
(D) Student learning impact, pedagogical innovation, and community integration

MCQGPT

133. In Delhi State Teacher Awards, special categories are often included to recognize excellence in which specialized fields?
(A) Private commercial tutoring management and coaching institute administration
(B) Special Education, Sports Coaching, and Mentorship in government schools
(C) School infrastructure commercial construction and facility procurement management
(D) Centralized textbook printing management and state distribution logistics

134. What institutional benefit accrues to a school when its faculty member receives a National or State Teacher Award?
(A) The school is permanently exempted from all future statutory academic audit inspections
(B) The school automatically receives double budget allocations for non-educational activities
(C) It enhances public reputation, elevates staff morale, and sets excellence benchmarks
(D) The school is immediately converted into a private autonomous commercial corporate body

(C) Maintaining confidential secret performance evaluation logs hidden completely from teaching staff
(D) Restricting routine institutional administrative updates strictly to informal verbal rumors

150. A comprehensive institutional recognition strategy managed by a competent Principal should combine which of the following elements to maximize morale and performance?
(A) Strict operational reliance on financial penalties and administrative sanctions for minor routine errors
(B) Complete reliance on annual national awards without providing any local school-level appreciation
(C) Immediate, fair, transparent, and diverse non-financial recognition mechanisms in daily practice
(D) Absolute isolation of individual teacher classroom performance from school recognition mechanisms

****

Click Here to Buy book on Amazon

(B) Assigning the teacher to actively manage school gate security during morning peak arrival hours
(C) Sponsoring the teacher to present innovative practices at academic conferences
(D) Requesting the teacher to routinely process administrative office clerical files and archives

143. In government schools, writing a formal "Letter of Appreciation" signed by the Head of School or District Education Officer for extraordinary event execution functions as:
(A) A legally binding claim establishing immediate entitlement for pay scale promotion
(B) An official non-monetary incentive preserved in the personal file and portfolio
(C) A structural administrative replacement for annual statutory casual leave entitlement
(D) A negotiable financial draft directly payable at state government treasury offices

144. Which of the following supervisory behaviors by a Principal acts as an indirect non-financial incentive for school teachers?
(A) Continuous authoritarian micro-management and rigid workplace surveillance practices
(B) Complete administrative indifference toward teacher health and daily classroom difficulties
(C) Unilateral arbitrary cancellation of all scheduled institutional staff meetings and briefings
(D) Active listening, professional empathy, feedback, and advocating for teacher welfare

145. A senior math teacher consistently mentors newly recruited teachers, leading to marked improvement in the department's instructional quality. The Principal acknowledges this by designating the senior teacher as "Lead Instructional Mentor," presenting a Certificate of Commendation during the Annual Function, and assigning a dedicated work station in the department lab. This strategy primarily satisfies which level of human needs?
(A) Basic Physiological Survival and Biological Needs
(B) Physical Safety and Workplace Job Security Needs
(C) Esteem, Status, and Self-Actualization Needs
(D) Personal Financial Liquidity and Cash Wealth Needs

MCQGPT

146. Providing opportunities for teachers to lead peer-assisted learning circles or professional learning communities (PLCs) within the school is an example of:
(A) Discretionary monetary merit pay granted under performance pay frameworks
(B) Excessive bureaucratic workload expansion imposed without institutional support
(C) Non-financial recognition through empowerment and professional collegiality
(D) Direct statutory service progression governed strictly under civil service rules

147. What is the impact of celebrating small wins and professional milestones (e.g., 100% attendance, completion of online SWAYAM pedagogical courses) during regular staff meetings?
(A) It creates a culture of recognition, high morale, and performance enhancement
(B) It systematically wastes valuable administrative time without providing operational benefits
(C) It explicitly violates standard central civil service conduct rules and administrative norms
(D) It causes direct financial loss to the statutory school development contingency fund

148. Non-financial recognition strategies are particularly crucial in public school systems because:
(A) Monetary funds are completely non-existent within public government institutional budgets
(B) Government school teachers are legally prohibited from accepting monetary salary payments
(C) Non-financial recognition rewards require zero supervisory planning or administrative effort
(D) Principals have limited authority to grant pay raises, making non-financial tools vital

149. Which of the following non-financial recognition strategies leverages institutional communication channels?
(A) Routinely sending confidential warning memos and show-cause notices directly to department heads
(B) Highlighting teacher innovations and achievements in official newsletters and media handles

135. Given below are two statements, one labeled as Assertion (A) and the other as Reason (R).
Assertion (A): Self-nomination transparent portals have replaced purely confidential nominations in the National Awards to Teachers framework.
Reason (R): Online self-nomination enhances transparency, equal opportunity, democratic participation, and merit-based evaluation accessible to all eligible teachers.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. Besides the national and state-level awards, local Directorate of Education districts often organize local recognition functions to honor:
(A) District-level best performing teachers, eco-club mentors, and exam coordinators
(B) Teaching faculty with the highest commercial publishing output in private journals
(C) Office administrative staff demonstrating zero paper usage across routine operations
(D) Retiring institutional staff members selected exclusively on the basis of biological age

137. Which of the following non-monetary perks is traditionally accorded to recipients of National Teacher Awards during official state functions?
(A) Executive membership in state legislative assemblies and local municipal councils
(B) Felicitation by the President or Prime Minister of India
(C) Permanent statutory exemption from all local municipal property tax liabilities
(D) Allocation of free residential property land in the national capital territory

138. How do rigorous selection criteria in Best Teacher Awards prevent favoritism and preserve award value?
(A) By restricting recognition awards strictly to immediate family members of senior administrators
(B) By using quantifiable indicators, verifiable evidence, and multi-tier jury evaluations
(C) By conducting secret ballot voting strictly among enrolled secondary school students exclusively
(D) By completely outsourcing candidate selection to external private commercial management agencies

139. A Principal wants to implement low-cost, high-impact non-financial recognition strategies in a government school. Which of the following is an effective daily administrative practice?
(A) Expressing authentic verbal praise during routine walk-throughs and staff briefings
(B) Routinely issuing formal administrative show-cause notices for minor morning delay
(C) Reading out standard civil service conduct rules during daily morning assemblies
(D) Maintaining strict formal social distance from all teaching faculty members at all times

140. Creating a "Teacher Appreciation Board" in the central staff room serves as a non-financial recognition strategy by:
(A) Publishing negative supervisory remarks and disciplinary warnings about low-performing teachers
(B) Posting daily teacher attendance delay records and biometric late arrival logs prominently
(C) Displaying monthly peer-nominated appreciation notes and achievements publicly
(D) Listing detailed basic salary and monthly pay slip information of all institutional employees

141. How can a Head of School utilize the delegation of administrative autonomy as an effective non-financial incentive for high-performing teachers?
(A) Transferring total financial signature authority without prior government approval or audit
(B) Completely exempting them from teaching any assigned periods during the academic year
(C) Authorizing them to unilaterally alter official statutory government policy guidelines
(D) Appointing them as Chairs of key school committees with operational authority

142. Which non-financial recognition strategy directly boosts a teacher's professional standing among peers and within the wider educational community?
(A) Directing the teacher to perform routine institutional inventory audits annually without assistance

Downloaded from www.pdf.tube

ANSWERS

1. (A) Any inducement, reward, or stimulus designed to motivate specific desirable behaviors or performance outcomes
In organizational behavior and educational administration, an incentive serves as a target-oriented stimulus distinct from fixed baseline compensation. While regular salary compensates employees for standard contractual duties, an incentive specifically aims to induce, motivate, and sustain specific desired behaviors or superior performance outcomes. This structural mechanism aligns individual teacher effort with institutional performance goals and objectives.

2. (C) Tangible/Monetary incentives and Intangible/Non-monetary incentives
Incentives in educational institutions are fundamentally categorized into tangible or monetary rewards and intangible or non-monetary rewards. Tangible incentives involve direct financial gains, bonuses, or material assets. Conversely, intangible incentives address higher-order psychological needs through professional autonomy, administrative appreciation, public recognition, and positive school climate. Both categories combined form a comprehensive institutional total-rewards framework for motivating staff.

3. (A) Grant of a performance-based cash award or honorarium
Tangible incentives in school administration encompass rewards with direct financial value or physical material presence. Granting a performance-based cash award or honorarium represents a direct financial disbursement provided to reward exceptional contributions. In contrast, commendation letters, academic autonomy, and public recognition during institutional ceremonies function as non-monetary or intangible motivators that fulfill esteem and professional efficacy needs.

4. (D) Conditioning expectations by linking effort and performance to valued outcomes
An incentive system functions primarily by conditioning cognitive expectations through explicit linkage of employee effort and performance to valued outcomes. When staff perceive that increased effort leads to successful performance and subsequent meaningful rewards, their motivation rises. This psychological alignment between expectations, performance metrics, and desired consequences systematically reinforces positive professional behaviors and promotes higher institutional efficiency.

5. (B) Intrinsic incentives arise from internal satisfaction and professional pride, whereas extrinsic incentives are external rewards provided by the administration
Intrinsic and extrinsic incentives represent distinct sources of workplace motivation. Intrinsic incentives stem from internal psychological drivers, such as personal satisfaction, mastery, professional pride, and a sense of duty toward student development. Extrinsic incentives consist of external rewards structured and delivered by school leadership or statutory authorities, including financial bonuses, certificates, promotions, and formal institutional recognition.

6. (C) Team or group performance incentive
Fostering collaborative problem-solving and shared accountability among educational faculty requires team or group performance incentive structures. Unlike individual merit awards, group incentive schemes reward entire departments or committees for achieving collective goals. This collective approach encourages peer mentoring, resource sharing, interdisciplinary coordination, and mutual support, thereby reducing destructive internal competition while strengthening overall institutional synergy and instructional alignment.

7. (D) Direct alignment of employee effort with organizational strategic goals
Financial incentive schemes in educational organizations are structurally designed to direct employee effort toward strategic goals. By creating clear financial linkages between targeted key performance indicators and monetary rewards, school administrations incentivize teachers and staff to focus energy on key priorities, such as academic achievement, innovative pedagogy, and institutional excellence, thereby maximizing overall organizational effectiveness.

MCQGPT

without granting double basic increments, automatic promotions, or rejecting valid claims that meet regulatory criteria.

42. (B) Sanctioned by the competent authority with explicit recording of special reasons
Under General Financial Rules and Treasury Rules, disbursing an honorarium requires explicit sanction by the competent authority, accompanied by detailed written justification of special reasons. Honorariums cannot be drawn routinely on regular monthly bills, paid in cash from petty reserves, or funded through unauthorized student welfare collections without official sanction.

43. (A) Children Education Allowance (CEA) and Hostel Subsidy
Children Education Allowance (CEA) and Hostel Subsidy are statutory financial welfare benefits provided to government school teachers. These allowances offer direct financial support to reimburse educational and boarding expenses incurred for dependent school-going children, helping reduce personal financial strain and serving as a key staff retention and welfare mechanism.

44. (D) I, II, III, and IV
MACPS, Children Education Allowance (CEA), Leave Travel Concession (LTC), and Cash Prizes attached to Teacher Awards all involve direct financial disbursements or pay matrix level upgradations. MACPS elevates pay levels, while CEA, LTC, and Teacher Awards involve direct cash payments or reimbursements to eligible staff members in public service.

45. (C) Very Good
Under current Seventh Central Pay Commission (7th CPC) guidelines, the prescribed performance benchmark for granting financial upgradation under the Modified Assured Career Progression Scheme (MACPS) is "Very Good." Employees must achieve this performance grading in their Annual Performance Assessment Reports (APAR) for the preceding five years to qualify for upgradation.

46. (C) MACPS upgradation is deferred until penalty expiry and suitability reassessment
When a major penalty is imposed under CCS (CCA) Rules, the grant of financial incentives such as MACPS is deferred during the penalty currency period. Upon expiry of the penalty period, the employee's case is reassessed by the Departmental Screening Committee to determine suitability for granting the delayed financial upgradation.

47. (B) National Awards to Teachers (NAT) and State Teacher Awards
The National Awards to Teachers (NAT) and State Teacher Awards are specific monetary and non-monetary financial award schemes designed to honor government school teachers. These schemes provide formal cash prizes, silver medals, and merit certificates to educators who demonstrate distinguished service, pedagogical innovation, and commitment to improving public education standards.

48. (A) Both A and R are true and R is the correct explanation of A
Financial incentive schemes in public educational institutions are strictly regulated by General Financial Rules (GFR) and Finance Ministry guidelines. Regulatory oversight ensures financial accountability, administrative uniformity, and prevents arbitrary disbursement of public funds. Because strict rules guarantee transparent governance, the reason provided fully explains why monetary incentives are subject to central financial regulation.

49. (A) Cash prizes sanctioned under sports promotion guidelines
In government setups, exceptional achievements in sports and co-curricular activities at state or national levels are rewarded through cash prizes sanctioned under official sports promotion guidelines. These lump-sum financial awards encourage sports mentorship and co-curricular excellence without creating permanent monthly pay increases, duty exemptions, or statutory leave additions.

50. (C) Approved budgetary allocations under the state government's schemes
In the Directorate of Education, GNCT of Delhi, special financial incentives and state awards given to teachers are funded through approved budgetary allocations under state government schemes. Public institutional awards rely on official state budget provisions rather than private corporate sponsorships, student fee deductions, or exclusive reliance on parent-teacher association collections.

Click Here to Buy book on Flipkart

16. (D) Fee is remuneration received from non-government sources, whereas Honorarium is paid directly from public funds
Under Fundamental Rules (FR 9(7) and FR 9(9)), the distinction between a fee and an honorarium lies in the funding source. A fee is remuneration paid to a government servant from a non-government source or private body for work done. Conversely, an honorarium is paid directly from public funds or the Consolidated Fund of India.

17. (A) Modified Assured Career Progression Scheme (MACPS)
The Modified Assured Career Progression Scheme (MACPS) serves as a financial incentive framework in government service to mitigate career stagnation. It provides financial upgradation to the next higher pay level in the hierarchy without requiring a functional change in designation or administrative duties, thereby ensuring continuous monetary motivation for employees awaiting regular promotional vacancies.

18. (B) 10, 20, and 30 years
Under the Modified Assured Career Progression Scheme (MACPS) applicable to central and government school employees, financial upgradations are granted upon completing 10, 20, and 30 years of continuous regular service. These upgradations depend on meeting prescribed performance benchmark standards in performance reports, ensuring financial advancement even when promotional posts are unavailable.

19. (A) It places the employee in the next higher Pay Level without changing functional designation
MACPS operates as a monetary motivator by placing eligible government school employees into the next higher Pay Level of the Pay Matrix. While the employee gains the higher salary scale and associated financial benefits, their functional designation and regular duties remain unchanged. This structural benefit prevents financial stagnation during prolonged periods between official departmental promotions.

20. (A) Both A and R are true and R is the correct explanation of A
Standard government allowances such as House Rent Allowance (HRA) and Transport Allowance (TA) function as compensatory benefits intended to offset living and travel expenses. Because these payments are standard statutory entitlements granted uniformly regardless of employee merit or work outcomes, they cannot be categorized as performance incentives. The reason provided directly explains this classification.

21. (B) Productivity Linked Bonus (PLB)
Productivity Linked Bonus (PLB) is a performance-linked monetary reward granted to eligible non-gazetted government employees. Unlike fixed compensatory allowances, PLB calculations depend on organizational operational output indices and productivity metrics. It serves as an annual financial incentive that directly connects collective employee productivity and operational performance with tangible monetary rewards.

22. (B) I, II, and IV only
Cash awards attached to teacher awards, advance salary increments for acquiring qualifications, and leave encashment involve direct financial disbursements or pay matrix additions, making them monetary incentives. In contrast, written commendations from a Head of School represent non-monetary recognition mechanisms. Therefore, the items involving cash, increments, and leave encashment are classified as monetary incentives.

23. (D) It adds a fixed rate increment to basic pay as per prescribed policy provisions
Under government financial guidelines, granting an incentive increment for acquiring higher educational qualifications adds a prescribed financial increment or lump-sum addition to the employee's basic pay scale. This monetary incentive encourages continuous professional self-improvement without altering retirement age, conferring tax exemptions, or granting automatic administrative promotions outside prescribed recruitment rules.

24. (A) They promote short-term compliance rather than long-term intrinsic commitment
Relying exclusively on cash awards as an incentive mechanism often leads to short-term task compliance rather than deep intrinsic commitment. Financial cash rewards can shift teacher focus toward immediate monetary gain, potentially diminishing intrinsic professional pride, collegiality, and long-term commitment to

Downloaded from www.pdf.tube

motivation through recognition and growth rather than simple expense reimbursements.

60. (C) It acts as a resource incentive that enhances efficacy and reduces frustration
Providing state-of-the-art technological infrastructure, such as interactive whiteboards and high-speed internet, serves as a resource incentive. Equipping teachers with modern instructional tools reduces daily operational frustration, increases instructional efficacy, and supports innovative teaching practices, thereby raising overall staff morale and job satisfaction without altering baseline pay or replacing faculty.

61. (A) Both A and R are true and R is the correct explanation of A
Non-financial incentives such as public recognition and professional autonomy effectively reduce teacher burnout and turnover. High emotional exhaustion in teaching is mitigated when educators feel respected, valued, and empowered within their work environment. Because psychological validation addresses the primary causes of professional burnout, the reason directly explains why non-financial incentives retain staff.

62. (C) Certificate of Meritorious Service / Best Teacher of the School Award
Conferring a Certificate of Meritorious Service or Best Teacher of the School Award is an institutional non-monetary practice used to recognize outstanding dedication, instructional quality, and punctuality. These symbolic honors build institutional pride, celebrate professional dedication, and reinforce desired behaviors without granting unauthorized attendance exemptions or legal immunities.

63. (B) Participative Management as a non-financial intrinsic motivator
Involving staff in school-level policy design and curriculum mapping applies participative management principles. Allowing teachers to contribute to institutional planning functions as a non-financial intrinsic motivator, as it respects their professional expertise, fosters institutional ownership, and boosts engagement far better than authoritarian management or strict transactional control mechanisms.

64. (D) Supportive administrative attitude regarding leave sanctioned for family emergencies
A supportive administrative attitude toward approving leave for family emergencies improves work-life balance for school staff within statutory boundaries. Empathetic leadership reduces personal stress, demonstrates concern for teacher well-being, and builds organizational commitment without requiring illegal reductions in official school hours or unauthorized exemptions from classroom instructional responsibilities.

65. (A) Individual schemes reward personal performance, while group schemes reward team achievement
The core distinction between individual and group incentive schemes lies in the target of evaluation and reward distribution. Individual schemes evaluate and reward personal effort and outcomes achieved by a single employee. Conversely, group incentive schemes evaluate collective output, rewarding an entire team, grade level, or department for achieving shared institutional objectives.

66. (C) Awarding a trophy and grant to a department that achieves institutional targets
Awarding a trophy and grant to an entire academic department for attaining collective institutional targets represents a group incentive scheme. In this scenario, reward allocation depends on the combined performance of all department members, encouraging teamwork and mutual accountability rather than targeting individual exam pass rates or personal academic qualifications.

MCQGPT

67. (A) They foster peer cooperation, teamwork, and shared responsibility among faculty
A major advantage of group incentive schemes in school administration is their ability to foster peer cooperation, teamwork, and shared responsibility among faculty members. By tying rewards to collective goals, group schemes encourage knowledge sharing, interdisciplinary support, and collaborative problem-solving, thereby mitigating harmful internal competition without eliminating performance monitoring.

68. (B) I, II, and III only
Group incentive schemes reduce unhealthy competition, promote collaboration, and encourage knowledge sharing among staff. However, they may induce the free-rider

management strengthens their sense of ownership and organizational commitment. When educators participate in policy formulation and planning, they feel valued and respected as institutional partners. This non-monetary incentive fosters high organizational citizenship behavior, superior morale, and proactive alignment with school goals.

34. (C) It empowers teachers to experiment with novel pedagogical strategies within policy frameworks
Granting academic autonomy serves as a strong non-monetary incentive by empowering experienced teachers to exercise professional judgment, innovate classroom instruction, and experiment with creative teaching methodologies within established policy frameworks. This trust enhances professional self-efficacy and job satisfaction without bypassing mandatory administrative record-keeping or statutory civil service conduct rules.

35. (A) Both A and R are true and R is the correct explanation of A
Non-monetary incentives such as recording commendations in service books boost teacher morale without incurring extra financial costs for the exchequer. This occurs because non-monetary rewards fulfill higher-order psychological needs for esteem, recognition, and self-efficacy. Satisfying these internal drivers enhances professional pride and commitment, making the reason a direct explanation of the assertion.

36. (D) Allocating well-equipped smart classrooms and personal working spaces
Spatial and environmental non-monetary incentives focus on improving physical working conditions. Allocating well-equipped smart classrooms, modern teaching tools, and personal workstations creates a conducive environment that enhances teacher efficiency and reduces operational frustration. This infrastructure support motivates staff directly by providing necessary resources without altering statutory leave rules or baseline pay.

37. (B) Non-monetary social recognition incentives
Symbolic awards such as badges, trophies, and framed certificates presented during school annual functions operate primarily as non-monetary social recognition incentives. These honors publicly validate teacher dedication and success, thereby satisfying fundamental psychological needs for social esteem, respect, and institutional belongingness. Their core motivational impact is psychological and symbolic rather than financial or administrative.

38. (C) Granting study leave for advanced academic research under leave rules
Granting study leave under central civil service leave rules represents an effective non-monetary staff welfare incentive. It enables educators to pursue advanced academic research and professional qualification upgrades, enhancing institutional capacity and professional fulfillment. This structured welfare mechanism supports career development within legal parameters without requiring unauthorized cash disbursements or reducing performance accountability.

39. (D) Lump-sum Incentive Grant for acquiring Higher Qualifications
Under Central Civil Services rules applicable to government school staff, acquiring higher educational qualifications relevant to official duties is encouraged through a lump-sum financial incentive grant. This policy provides a one-time monetary incentive upon obtaining higher degrees, thereby promoting professional self-improvement, subject-matter expertise, and enhanced instructional competence across government educational institutions.

40. (A) The qualification must be directly relevant to the duties of the post held
Under government service rules, sanctioning a lump-sum financial incentive for higher qualifications requires that the acquired degree or diploma be directly relevant to the employee's official duties. This prerequisite ensures public money is spent effectively to enhance institutional capability and performance, rather than rewarding unrelated or non-applicable academic qualifications.

41. (B) Process the claim for a lump-sum incentive payment as per prescribed government rates
When a teacher completes an advanced degree directly relevant to their teaching field after securing prior official permission, government guidelines mandate processing the claim for a lump-sum incentive payment. The administration processes the application under prescribed rates

Click Here to Buy book on Amazon

8. (A) Both A and R are true and R is the correct explanation of A
In teaching, non-monetary incentives like professional autonomy and public recognition sustain long-term motivation more effectively than monetary rewards. Educators possess strong intrinsic motivation anchored in self-actualization, professional efficacy, and societal impact. Consequently, validating professional pride and granting pedagogical autonomy addresses these core higher-order needs, directly explaining why non-monetary incentives exert a profound and lasting motivational influence.

9. (B) Providing a supportive, well-resourced, and safe school working climate
Contextual or environmental non-monetary incentives pertain to the physical, social, and psychological conditions of the workplace. Providing a supportive, well-resourced, and safe school climate reduces daily operational friction and professional stress. Such positive working environments enhance job satisfaction and institutional commitment without relying on direct cash disbursements, statutory medical reimbursements, or additional monetary duty honorariums.

10. (B) Cognitive dissonance and decreased organizational commitment
When an incentive system fails to link performance outcomes transparently to rewards, employees experience psychological inconsistency between expected outcomes and actual results. This creates cognitive dissonance, leading to frustration, cynicism, and decreased organizational commitment. Without predictable effort-reward expectancy, teachers lose confidence in administrative fairness, which ultimately erodes professional morale, institutional trust, and voluntary participation in school improvement initiatives.

11. (A) Baseline salary increases are entitlement-based and independent of specific performance outputs
Baseline salary increases in public education are structured as tenure-based or statutory entitlement adjustments. Because these raises accrue automatically over time regardless of individual effort or specific student learning outcomes, they fail to act as direct performance motivators. Relying solely on unconditional salary increments provides baseline maintenance without driving continuous instructional innovation or targeted school improvement.

12. (A) I and II only
Monetary incentives directly increase financial wealth, whereas non-monetary incentives satisfy higher-order psychological needs like esteem and self-actualization. However, statutory allowances such as Dearness Allowance (DA) are mandatory cost-of-living adjustments rather than performance-linked discretionary rewards. Thus, statements regarding financial wealth and psychological needs are correct, while classifying statutory inflation allowances as discretionary performance incentives is incorrect.

13. (D) Honorarium paid for undertaking additional specialized duties beyond normal scope
In public sector compensation frameworks, direct monetary incentives involve explicit cash payments given for specific efforts or duties. An honorarium paid to an employee for performing special, non-routine tasks beyond normal operational duties represents a direct financial payment. In contrast, commendation letters, housing quarters, and seminar deputations constitute non-monetary recognition, welfare benefits, or professional development opportunities.

MCQGPT

14. (C) A non-recurring payment granted for special work of an occasional or intermittent character
Under Fundamental Rules governing government employees (specifically FR 9(9) and FR 46), an honorarium is defined as a non-recurring payment granted to a civil servant for special work performed of an occasional or intermittent character. It is sanctioned when special work is undertaken beyond standard official duties and requires formal administrative approval with explicit justification.

15. (B) Honorarium
When a government official performs special, intermittent administrative tasks outside normal working hours, such as managing state-level scholarship examinations, the financial payment sanctioned under government service rules is an honorarium. This payment remunerates special temporary work performed for the department, distinguishing it from regular overtime, standard dearness allowances, or fees received from external private bodies.

51. (A) Promotion involves higher duties with higher pay, whereas MACPS provides higher pay without duty changes
A functional promotion in government service involves moving to a post with higher administrative duties, greater responsibilities, and a higher pay scale. In contrast, financial upgradation under MACPS provides placement in the next higher pay level of the pay matrix to prevent financial stagnation, while leaving the employee's designation and functional duties unchanged.

52. (D) Merit-based functional promotion to supervisory roles like Vice-Principal or Principal
Merit-based functional promotion to supervisory roles, such as Vice-Principal or Principal, is a major non-financial incentive mechanism for long-term career progression. Promotion elevates professional status, administrative authority, and career standing within the educational hierarchy, offering greater long-term motivation than minor attendance allowances, casual leave grants, or routine administrative duties.

53. (B) Social status, professional identity, and self-esteem
Public recognition strategies, such as felicitations and media coverage of school achievements, function as non-financial incentives by enhancing a teacher's social status, professional identity, and self-esteem. Publicly validating educational contributions satisfies higher-order psychological needs, reinforcing personal pride and professional efficacy without directly affecting personal banking credit or pensionary entitlements.

54. (D) I, II, and III
Publishing teacher achievements on newsletters or websites, issuing formal Letters of Commendation from the Directorate of Education, and recommending teachers for external fellowship programs are all effective non-financial recognition strategies. Heads of School can deploy these strategies to validate excellence, boost faculty morale, and encourage ongoing professional growth.

55. (D) It enhances the teacher's profile during evaluations for promotions, awards, and deputations
Recording a formal commendation in a teacher's Annual Performance Assessment Report (APAR) serves as a structural non-financial incentive. This permanent record enhances the teacher's official profile during evaluations for promotions, state and national awards, and prestigious administrative deputations, providing long-term career benefits without acting as an immediate cash disbursement.

56. (A) Non-financial Social Recognition and Esteem Enhancement Strategy
Organizing a public felicitation during assembly, presenting appreciation plaques, and featuring achievements on official departmental portals exemplifies a non-financial social recognition and esteem enhancement strategy. This intervention publicly acknowledges special accomplishments, satisfying higher-order psychological needs for esteem and validation without involving direct financial bonuses or statutory service modifications.

57. (B) Delegating authority to lead a key academic committee or project initiative
Delegating authority to lead a key academic committee or project initiative leverages empowerment as a non-financial incentive. By trusting teachers with leadership responsibilities, administrative authority, and decision-making, school leaders fulfill needs for autonomy and professional growth, which boosts job satisfaction and institutional ownership far more than routine stationery distribution.

58. (B) Positive School Climate and Psychological Safety
Maintaining an open, transparent, supportive, and participatory organizational culture creates a positive school climate and psychological safety. This environment functions as a powerful non-monetary incentive by lowering workplace anxiety, facilitating open communication, encouraging innovation, and fostering a collaborative atmosphere where teachers feel valued and supported by institutional leadership.

59. (A) Non-monetary Professional Development and Status Incentive
Recommending an outstanding teacher for a national exposure trip or international exchange program acts as a non-monetary professional development and status incentive. It expands the teacher's professional capacity, enhances instructional expertise, and elevates professional status within the educational community, driving

Downloaded from www.pdf.tube

three core components: Expectancy (belief that effort leads to performance), Instrumentality (belief that performance leads to rewards), and Valence (value placed on the reward). Together, these variables form a multiplicative model determining the effectiveness of organizational incentive systems.

78. (C) Instrumentality
In Victor Vroom's Expectancy model, Instrumentality represents the perceived probability that achieving a specific performance level will result in receiving the designated reward. If a teacher believes that high performance will not lead to promised incentives or recognition, Instrumentality equals zero, which eliminates overall motivation regardless of effort capability or reward value.

79. (B) Behavior is shaped by consequences; positive reinforcement increases desirable behavior
B.F. Skinner's Operant Conditioning Theory explains incentives through reinforcement mechanisms, asserting that behavior is learned and shaped by its consequences. When desirable employee behaviors or achievements are followed by positive reinforcement—such as financial rewards, commendations, or recognition—those behaviors are strengthened and more likely to recur in the future.

80. (D) Contingently, transparently, and in close proximity to performance
For an incentive system to effectively motivate performance, rewards must be administered contingently, transparently, and in close proximity to the performance event. Reinforcement principles indicate that prompt, transparent, and performance-contingent feedback strengthens the cognitive connection between effort and reward, thereby increasing the likelihood that desired behaviors will persist over time.

81. (A) Specific, challenging, achievable, and accepted by employees
According to Locke and Latham's Goal-Setting Theory, incentives drive performance improvements most effectively when tied to goals that are specific, challenging, achievable, and accepted by employees. Clear and challenging goals direct attention, mobilize effort, and enhance persistence, provided employees possess the capability and commitment required to achieve the established standards.

82. (C) The employee experiences inequity distress and adjusts effort downward
According to Adams' Equity Theory, employees compare their outcome-to-input ratio against that of relevant peers. When teachers perceive an imbalance where expended effort exceeds received rewards relative to others, they experience cognitive distress and inequity. To restore equity balance, employees typically reduce their future inputs by adjusting effort downward or disengaging from voluntary tasks.

83. (A) Incentive structures directly reinforce metrics aligned with strategic school goals
Performance-Incentive Alignment in educational management means that institutional incentive structures directly reinforce metrics aligned with strategic school goals. By systematically linking rewards to key performance indicators—such as student achievement, pedagogical innovation, and school climate—the administration ensures employee effort directly contributes to broader organizational priorities rather than unfocused activities.

MCQGPT

84. (D) Teachers must possess prerequisite skills, resources, and institutional support
For a performance-linked incentive scheme to successfully improve instructional quality, teachers must possess essential prerequisite skills, learning resources, and institutional support. Incentives alone cannot drive performance if educators lack pedagogical competence or infrastructure. Motivation must be supported by practical capability and opportunity to achieve performance goals.

85. (B) Performance-to-Outcome Instrumentality
When teachers view selection criteria for commendation schemes as arbitrary or unclear, the performance-to-outcome Instrumentality link in expectancy theory is broken. If employees do not believe that performing well will reliably lead to receiving the promised recognition, the motivational force of the incentive system collapses, rendering the scheme ineffective.

86. (C) They demotivate high performers, breed cynicism, and depress overall performance
When incentive systems are perceived as unfair, biased, or driven by administrative favoritism, they undermine organizational integrity. Perceived injustice demotivates high performers, fosters widespread cynicism, and depresses

problem, where less productive members benefit from high performers' efforts. They do not eliminate the need for leadership oversight. Thus, statements regarding competition, free-riding, and collaboration are correct, whereas leadership elimination is false.

69. (B) Social Loafing / Free-Rider Effect
Social loafing, or the free-rider effect, occurs in group incentive structures when individual team members reduce personal effort, expecting that high-performing colleagues will compensate to achieve the team reward. This phenomenon highlights a potential drawback of collective reward systems when individual contributions are neither clearly monitored nor tied to baseline accountability standards.

70. (C) When outputs are clearly identifiable and directly attributable to individual effort
Individual incentive schemes are most effective when work tasks are independent and performance outputs can be clearly identified and directly attributed to an individual's personal effort. When objective measurement of individual contributions is possible, tying rewards to personal performance directly reinforces accountability, effort-performance linkages, and individual achievement.

71. (D) Group/Team Incentive Scheme
Recognizing and awarding a collective rolling shield and facility upgrade to all class teachers, student monitors, and support staff of a winning section represents a group or team incentive scheme. The reward is contingent upon combined group effort and outcome, reinforcing joint cooperation across administrative, teaching, and student roles to achieve shared institutional goals.

72. (A) Erosion of collaborative culture and resource hoarding among teachers
Over-emphasizing individual incentive schemes among teachers risks eroding a school's collaborative culture. When educators compete against one another for limited rewards, they may hoard instructional materials, avoid sharing effective teaching strategies, and view colleagues as rivals, ultimately harming peer mentoring, department synergy, and the overall school environment.

73. (B) By requiring both overall group goals and baseline individual performance thresholds
To minimize the free-rider effect in group incentive schemes, institutional leaders can structure rewards to require both achieving overall group goals and meeting baseline individual performance thresholds. Tying group payouts to individual accountability ensures that all team members maintain required effort levels, preventing disengaged individuals from benefiting solely from others' performance.

74. (B) Group incentive recognizing collective event coordination and outcome
Complex, collaborative school events like sports meets or cultural festivals rely on interdependent tasks across multiple committees. In such scenarios, a group incentive structure recognizing collective event coordination and outcomes aligns best with operational success. Group recognition encourages seamless collaboration, cross-departmental coordination, and shared ownership, whereas individual competition disrupts team harmony.

75. (A) Both A and R are true and R is the correct explanation of A
Group incentive schemes promote organizational citizenship behavior (OCB) among teaching staff because they align individual efforts with common institutional goals. When rewards depend on team success, teachers naturally assist struggling colleagues, share pedagogical materials, and engage in voluntary supportive actions. The reason directly explains how group incentives build mutual support systems that drive OCB.

76. (C) Implementing a hybrid system combining individual recognition with team awards
Balancing individual motivation with team cohesion is effectively achieved by implementing a hybrid incentive system. Combining individual recognition with group awards acknowledges outstanding personal contributions while maintaining collaborative spirit and shared responsibility. This dual approach prevents the destructive competition of purely individual systems and mitigates the free-rider drawbacks associated with purely group-based incentives.

77. (D) Expectancy, Instrumentality, and Valence
According to Victor Vroom's Expectancy Theory of Motivation, individual motivation is driven by

Click Here to Buy book on Flipkart

holistic student development once the immediate monetary reward is attained.

25. (B) Leave Travel Concession (LTC)
Leave Travel Concession (LTC) is a statutory monetary benefit offered to government employees to facilitate travel to home towns or designated locations across India during sanctioned leave. By reimbursing travel fares, LTC acts as a financial welfare incentive that promotes employee well-being, rest, and cultural exposure without affecting regular monthly pay components.

26. (C) Social, Esteem, and Self-Actualization needs
In Abraham Maslow's Motivation Hierarchy, human needs are structured progressively from basic physiological survival to self-actualization. Non-monetary incentives—such as public commendation, professional autonomy, leadership roles, and positive school climate—primarily target higher-order psychological needs, including social belongingness, self-esteem, professional recognition, and self-actualization, rather than basic material or physical security needs.

27. (A) Public recognition and delegation of leadership for an academic innovation project
Publicly recognizing an innovative teacher and delegating leadership over an academic project serves as a powerful non-monetary incentive. This administrative strategy satisfies higher-order psychological needs for esteem, autonomy, and professional status. It validates teacher competence and fosters organizational commitment without compromising standard administrative duties, daily working hours, or mandatory lesson planning requirements.

28. (C) Non-monetary Recognition and Career Enrichment Incentive
Nominating a teacher as a Lead Resource Person and issuing an official Commendation Letter represents a non-monetary recognition and career enrichment strategy. By highlighting expertise and expanding professional responsibilities without direct financial expenditure, the Principal reinforces intrinsic motivation, builds professional status, and provides meaningful career development opportunities for the educator.

MCQGPT

29. (D) Deputation for prestigious pedagogical workshops and training programs
Deputing teachers to attend prestigious pedagogical workshops and professional development programs directly addresses their growth and competency needs. This non-monetary incentive provides exposure to modern instructional methodologies, enhances pedagogical mastery, and fosters career satisfaction, whereas routine physical allocations or standard duty exemptions do not contribute to core professional capacity building.

30. (D) I, II, and III
Expressing public appreciation during assemblies, recording positive remarks in Annual Performance Assessment Reports (APAR), and granting functional autonomy for pedagogical innovation are all recognized non-financial incentive mechanisms. Together, these practices address distinct psychological needs, including social esteem, formal administrative recognition, and professional self-determination, thereby boosting overall teacher engagement.

31. (B) Positive APAR gradings serve as a critical gateway for promotions, career advancement, and awards
In government service, the Annual Performance Assessment Report (APAR) functions as an essential non-monetary incentive mechanism. Positive APAR gradings directly influence future career progression, functioning as key criteria for statutory promotions, deputation opportunities, career advancement schemes like MACPS, and national or state awards, thereby encouraging sustained performance excellence.

32. (D) Vertically expanding job responsibilities by offering greater autonomy and challenging tasks
Job enrichment is a non-monetary supervisory approach that involves vertically expanding job responsibilities. Rather than adding simple repetitive tasks horizontally or altering working hours, job enrichment gives teachers higher autonomy, complex instructional challenges, and decision-making authority, thereby satisfying higher-level growth needs and enhancing intrinsic job satisfaction.

33. (A) Participatory management through inclusion in key decision committees
Involving teachers in institutional decision-making committees through participatory

overall institutional performance. Without transparent and objective evaluation processes, incentives destabilize work culture and damage trust between staff and institutional leadership.

87. (D) The strength of a teacher's preference for a particular reward or outcome
In Victor Vroom's Expectancy Theory, Valence represents the strength of an individual's preference for a specific reward or outcome. In school management, valence measures how much a teacher values a particular incentive—such as a cash bonus, public recognition, or professional development opportunity—determining its potential effectiveness in driving performance.

88. (A) Both A and R are true and R is the correct explanation of A
High performance cannot be achieved through incentives alone if teachers lack pedagogical competencies and instructional resources. Performance is a multiplicative function of ability, motivation, and situational opportunity. If ability or opportunity equals zero, overall performance remains low regardless of motivation levels, making the reason a complete explanation of the assertion.

89. (B) Morale is collective group attitude and satisfaction, whereas motivation is individual goal drive
In organizational literature, morale represents the collective group attitude, shared willingness, and overall satisfaction of staff members toward organizational goals. In contrast, motivation refers to individual internal and external drives that direct personal energy toward specific goals. Thus, morale reflects group climate and cohesion, while motivation focuses on individual goal-directed behavior.

90. (A) Both A and R are true and R is the correct explanation of A
High staff morale directly correlates with lower teacher absenteeism, greater organizational commitment, and a positive school climate. Morale reflects collective job satisfaction, mutual trust, and shared dedication to institutional objectives. Because positive collective attitudes foster engagement and presence, the reason provided explains why high morale produces favorable organizational outcomes.

91. (A) Hygiene Factors whose absence causes dissatisfaction, but presence does not build long-term morale
Under Frederick Herzberg's Two-Factor Theory, base salary, working conditions, and administrative policies function as hygiene factors. While their absence creates job dissatisfaction, their presence merely prevents discontent rather than actively generating long-term job satisfaction or intrinsic motivation. Building sustained morale requires motivator factors such as achievement, recognition, and professional growth opportunities.

92. (B) II and IV only
In Herzberg's Two-Factor Theory, recognition, growth opportunities, and a sense of achievement from student success represent intrinsic "Motivators" that directly foster long-term morale and job satisfaction. Conversely, interpersonal relations, base salary, and physical working conditions are categorized as extrinsic "Hygiene Factors" that prevent dissatisfaction without inherently building long-term motivation.

93. (D) They enhance psychological safety, self-efficacy, and professional pride
Well-designed non-financial incentive schemes positively impact school staff morale by enhancing psychological safety, self-efficacy, and professional pride. Recognizing teacher achievements publicly and validating professional contributions addresses esteem and self-actualization needs, thereby fostering a supportive organizational culture without burdening institutional development budgets or compromising academic standards.

94. (C) Low Morale and Organizational Anomie
A school environment characterized by low morale, widespread cynicism, frequent absenteeism, and reluctance to undertake co-curricular responsibilities reflects organizational anomie and depressed staff morale. These symptoms indicate a breakdown in organizational trust, shared values, and administrative support, requiring leadership interventions focused on building trust, recognition, and psychological safety.

MCQGPT

the teaching faculty without violating rules or incurring extra financial costs.

148. (D) Principals have limited authority to grant pay raises, making non-financial tools vital
Non-financial recognition strategies are particularly vital in public school systems because school Principals have limited statutory authority to grant discretionary salary raises or monetary bonuses. Operating within fixed public pay scales, school leaders must effectively deploy non-monetary tools—such as praise, professional autonomy, leadership roles, and awards—to motivate faculty and maintain high institutional performance.

149. (B) Highlighting teacher innovations and achievements in official newsletters and media handles
Highlighting teacher innovations and achievements in official school newsletters, websites, and departmental social media handles leverages institutional communication channels effectively for non-financial recognition. Publicizing educator accomplishments expands recognition beyond internal staff rooms to parents, students, and the wider educational community, thereby enhancing professional pride and reinforcing high instructional standards.

150. (C) Immediate, fair, transparent, and diverse non-financial recognition mechanisms in daily practice
A comprehensive institutional recognition strategy managed by a competent Principal combines immediate, fair, transparent, and diverse non-financial recognition mechanisms in daily practice. Integrating daily verbal appreciation, public felicitations, committee leadership, and professional growth opportunities ensures that all deserving teachers feel valued, thereby sustaining high morale, engagement, and school performance over time.

****

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

104. (A) Specific, Measurable, Achievable, Relevant, Time-bound
In organizational goal setting and incentive design, the SMART framework stands for Specific, Measurable, Achievable, Relevant, and Time-bound. Establishing SMART criteria ensures performance targets are clear, quantifiable, realistically attainable, directly aligned with institutional objectives, and bounded by defined timelines, thereby providing an objective foundation for evaluating employee performance.

105. (A) Both A and R are true and R is the correct explanation of A
Incentive schemes designed without consulting teaching faculty are prone to resistance and low operational impact. Participative design ensures alignment between institutional objectives and staff values, enhancing psychological ownership and scheme credibility. Because stakeholder participation builds trust and acceptance, the reason directly explains why unconsulted top-down schemes encounter operational resistance.

106. (B) Rules and evaluation criteria must be clear, understandable, and unambiguous
Simplicity as a design criterion for an institutional incentive system requires that rules, targets, and evaluation procedures be straightforward, easily understandable, and unambiguous for all participants. When performance metrics are clear, staff members easily comprehend how their efforts connect to rewards, eliminating ambiguity and enhancing overall participation in the scheme.

107. (A) Periodic review, impact evaluation, and adaptation based on operational feedback
Maintaining the long-term sustainability and credibility of an incentive scheme requires periodic review, impact evaluation, and adaptation based on operational feedback. Systematically evaluating scheme outcomes allows school leaders to identify flaws, adapt to changing educational goals, and refine performance criteria, preventing scheme obsolescence and maintaining staff trust over time.

108. (C) Rewards are conferred promptly following verified achievement of standards
The principle of timeliness in incentive scheme execution requires conferring rewards promptly after verified achievement of established standards. Temporal proximity between performance and reward strengthens the psychological link between effort and outcome, reinforcing desired behaviors far more effectively than deferred rewards granted years later or advance payments made before task completion.

109. (D) Ensure compliance with General Financial Rules and statutory scheme guidelines
When designing financial or material incentive schemes using institutional resources, a Head of Institution must ensure strict compliance with General Financial Rules (GFR) and statutory government guidelines. Adhering to official financial regulations prevents fiscal irregularities, protects administrative integrity, and ensures public funds are accounted for without diverting welfare grants or charging unauthorized student fees.

110. (C) Demotivation, frustration, cognitive burnout, and abandonment of effort
Establishing unachievable or excessively high performance benchmarks within an incentive scheme leads to widespread demotivation, frustration, cognitive burnout, and eventual abandonment of effort. According to expectancy theory, when employees perceive the statistical probability of goal achievement as zero, effort-performance expectancy vanishes, causing staff to disengage entirely from institutional performance goals.

MCQGPT

111. (B) Offering a balanced mix of recognition options tailored to diverse needs
To cater to a diverse teaching workforce with varying psychological needs, incentive schemes should offer a balanced mix of recognition options. Combining monetary awards, public praise, professional development opportunities, and task autonomy ensures that the scheme appeals to teachers at different career stages and with distinct motivational preferences.

112. (B) II → I → III → IV
Designing an effective school incentive scheme follows a logical sequence: first conducting a baseline needs assessment, next formulating objective performance criteria, then announcing the scheme and communicating criteria clearly to all staff, and finally evaluating program outcomes while gathering operational feedback. This systematic approach ensures strategic alignment, clarity, and continuous refinement.

95. (B) Recognizing authentic teacher efforts, giving feedback, and facilitating growth opportunities
To raise low faculty morale, a Head of Institution should recognize authentic teacher efforts, provide constructive feedback, and facilitate professional growth opportunities. Validating professional contributions and supporting growth addresses core psychological motivators, whereas indifference, heavy administrative burdens, or restricted instructional resources further erode staff morale and institutional performance.

96. (D) Enhanced teacher engagement, enthusiasm, supportive interactions, and instructional quality
High staff morale positively impacts student academic outcomes by fostering enhanced teacher engagement, instructional enthusiasm, supportive student-teacher interactions, and improved pedagogy. Motivated teachers invest greater effort into lesson planning and student support, creating a positive classroom learning environment without relying on unauthorized exam alterations or eliminating academic evaluation systems.

97. (A) Autocratic leadership, lack of support, and organizational injustice
Autocratic leadership, lack of administrative support, and organizational injustice severely damage teacher morale even when monetary incentives are present. Unfair treatment and authoritarian management undermine psychological safety and trust, proving that monetary payments cannot compensate for poor leadership, lack of professional respect, or inequitable administrative practices.

98. (C) By fulfilling psychological needs for belonging and esteem, reinforcing purpose
Regular, timely, and genuine recognition contributes to morale building by fulfilling fundamental psychological needs for belonging, esteem, and professional efficacy. Publicly acknowledging educator efforts reinforces personal purpose, validates professional contributions, and strengthens organizational commitment without altering statutory service tenure or bypassing established civil service conduct regulations.

99. (A) Perceived fairness in how incentives are allocated
The impact of incentives on staff morale is mediated by perceived fairness in reward allocation. If teachers perceive that incentives are awarded transparently and equitably based on objective merit, morale improves. Conversely, if reward distribution is seen as biased or arbitrary, incentives fail to build morale regardless of award magnitude.

100. (D) Proactive teacher initiative, high enthusiasm, and mutual collaboration
High staff morale in a government school is most reliably indicated by proactive teacher initiative, enthusiasm, and voluntary mutual collaboration. When educators willingly go beyond standard contractual duties to support students and assist colleagues, it demonstrates high organizational commitment, job satisfaction, and professional efficacy far better than passive compliance or rigid attendance logging.

101. (B) Conduct a needs assessment and define measurable objectives aligned with policy
When designing an institutional incentive scheme, the initial critical step for a Principal is conducting a comprehensive needs assessment and establishing measurable objectives aligned with policy. Identifying specific organizational needs ensures the scheme targets relevant educational priorities, adheres to guidelines, and establishes clear baseline metrics prior to allocating funds or distributing awards.

102. (C) Involve a staff committee to publish objective criteria and ensure transparent evaluation
To establish a credible and transparent recognition scheme like "Teacher of the Month," a Principal should involve a staff committee to publish objective evaluation criteria and oversee fair assessments. Participative design and transparent standards prevent perceptions of administrative bias, ensuring widespread faculty acceptance and active engagement across all teaching cadres.

103. (D) Principle of Procedural and Distributive Justice
The principle of procedural and distributive justice ensures that incentive schemes are perceived as fair, unbiased, and accessible to all eligible staff. Procedural justice requires transparent, consistent evaluation procedures, while distributive justice ensures rewards are allocated equitably based on demonstrated merit, thereby preventing administrative arbitrariness and building trust in institutional leadership.

Click Here to Buy book on Amazon

pride, or long-term dedication to instructional excellence in the absence of growth motivators.

122. (B) Difficulty in isolating an individual teacher's contribution from confounding factors
A major administrative limitation of individual performance-pay schemes in public schools is the difficulty of isolating an individual teacher's contribution from confounding variables. Student academic outcomes are influenced by prior learning, home environment, socio-economic status, and peer dynamics, making it methodologically challenging to attribute test score gains solely to an individual teacher's performance.

123. (A) Collaborative school culture and professional peer mentoring
When financial incentives foster intense internal competition among teachers, collaborative school culture and professional peer mentoring suffer most significantly. Tying financial rewards strictly to individual rankings discourages educators from sharing effective lesson plans, mentoring junior faculty, or engaging in interdisciplinary teamwork, creating isolated working conditions that damage overall school climate.

124. (C) It replaces social duty and altruism with self-interested financial calculations
The Crowding-Out Effect negatively impacts public service motivation (PSM) by replacing civic duty, altruism, and professional ethos with self-interested financial calculations. Tying public service tasks strictly to financial rewards shifts employee focus from serving students and the community toward maximizing personal financial gain, weakening the intrinsic moral commitment that drives public sector educators.

125. (D) A total-rewards approach integrating fair compensation, recognition, and autonomy
To overcome the limitations of relying solely on monetary incentives, modern educational management frameworks advocate a total-rewards approach. This comprehensive strategy integrates fair baseline compensation with non-financial motivators, such as public recognition, professional development, and task autonomy, ensuring a balanced system that addresses both basic economic needs and higher-order psychological drivers.

126. (C) To honor outstanding teachers who improved school education quality and student lives
Under guidelines administered by the Ministry of Education, the National Awards to Teachers (NAT) scheme aims to honor outstanding teachers who have significantly enriched school education quality and positively impacted student lives. The award publicly celebrates exemplary educators, validating their professional commitment and inspiring excellence across the national educational landscape.

127. (B) Teachers' Day (5th September)
In the Directorate of Education, GNCT of Delhi, State Teacher Awards are presented annually on Teachers' Day, celebrated on September 5th. This date honors Dr. Sarvepalli Radhakrishnan's birth anniversary, providing a ceremonial occasion to confer public recognition, state honors, and cash awards on meritorious educators who demonstrate outstanding service in public schools.

128. (A) I and III only
Under official scheme guidelines for National Awards to Teachers, eligible candidates include regular classroom teachers and school heads with required years of active service who demonstrate innovative pedagogy, teaching-learning material development, and community engagement. Educational administrators without teaching duties and short-term private tutors do not meet core award eligibility criteria.

MCQGPT

129. (A) Online self-nomination followed by District, State, and National Jury evaluations
The selection process for the National Awards to Teachers features transparent online self-nomination followed by multi-tiered evaluation. Applicants submit detailed portfolios on a dedicated central portal, which are systematically evaluated by District Selection Committees, State Selection Committees, and an independent National Jury, ensuring merit-based selection free from administrative or political influence.

130. (C) A Silver Medal, Certificate of Merit, and national ceremony invitation
The cash prize accompanying the National Award to Teachers is paired with significant symbolic honors, including a Silver Medal, a Certificate of Merit, and a formal invitation to the national award ceremony in New Delhi. These components accord national prestige and

6. What is the fundamental distinction between one-way communication and two-way communication in school administration?
(A) One-way communication is always oral in nature, whereas two-way communication is strictly conducted through written formats.
(B) Two-way communication incorporates a reciprocal feedback loop, whereas one-way communication lacks feedback mechanisms.
(C) One-way communication occurs only between departmental peers, while two-way communication occurs only in vertical directions.
(D) Two-way communication is always significantly faster and less prone to environmental noise than one-way communication.

7. A Vice-Principal prepares a detailed summary of student learning outcomes to present to the Principal before the annual academic audit. In this context, communication serves primarily which organizational function?
(A) Emotive and affective expression function
(B) Traditional and ritualistic bonding function
(C) Informal social networking function
(D) Control and decision-support function

8. In Henry Mintzberg's managerial roles, communication is central to the informational roles. Which set of roles specifically represents a Principal acting as an informational hub?
(A) Monitor, Disseminator, and Spokesperson
(B) Figurehead, Leader, and Liaison
(C) Entrepreneur, Disturbance Handler, and Resource Allocator
(D) Negotiator, Chairman, and Auditor

9. During an emergency staff meeting regarding a sudden directive on board examination center duties, Principal Sunita observes that teachers are appearing anxious, whispering among themselves, and failing to ask clarifying questions despite showing visible confusion. To address this effectively, Principal Sunita immediately pauses her presentation, acknowledges their non-verbal cues, invites specific concerns, and clarifies the deployment procedure step-by-step. Which communication principle is Principal Sunita primarily demonstrating?
(A) Unilateral downward command transmission without permitting staff input or clarification during staff meetings
(B) Strict enforcement of administrative protocol through formal written policy directives and written memos
(C) Sensitivity to non-verbal feedback and interactive communication adjustment
(D) Delegation of core communication responsibility directly to senior academic department heads

10. The effectiveness of educational management relies heavily on communication context. What does the "context" of communication encompass?
(A) The physical, social, psychological, and temporal environment of a message
(B) The specific physical location and room arrangement where an official administrative staff meeting takes place
(C) The specialized administrative vocabulary chosen by the school head in an official policy memorandum
(D) The technological channel or electronic medium used to broadcast an official institutional announcement

11. Which function of organizational communication is being highlighted when a Principal uses an orientation session to inspire newly recruited teachers, instill school values, and build morale?
(A) Regulatory and compliance monitoring function
(B) Informational archiving and recording function
(C) Surveillance and performance tracking function
(D) Motivational and integration function

12. Consider the following statements regarding the importance of communication in school management:
I. Communication enables effective coordination across academic and administrative departments.
II. High-frequency communication automatically guarantees organizational efficiency regardless of message clarity.
III. Effective communication reduces ambiguity during organizational change and educational reforms.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

Downloaded from www.pdf.tube

recognition strategy. Daily administrative appreciation signals to teachers that their daily instructional efforts are noticed and valued by leadership, reinforcing positive pedagogical practices, enhancing psychological safety, and improving faculty morale without financial expenditure.

140. (C) Displaying monthly peer-nominated appreciation notes and achievements publicly
Creating a Teacher Appreciation Board in the central staff room serves as a non-financial recognition strategy by publicly displaying monthly peer-nominated appreciation notes and professional achievements. Publicly celebrating peer excellence fulfills social belonging and esteem needs, builds collegiality, and promotes a positive institutional culture focused on mutual appreciation rather than punitive surveillance.

141. (D) Appointing them as Chairs of key school committees with operational authority
Delegating administrative autonomy as a non-financial incentive involves appointing high-performing teachers as Chairs of key school committees, such as academic planning, eco-clubs, or sports committees, with genuine operational authority. Empowering teachers with committee leadership validates their professional competence, fosters ownership, and enhances job satisfaction without violating statutory financial regulations or duty allocations.

142. (C) Sponsoring the teacher to present innovative practices at academic conferences
Sponsoring an outstanding teacher to present innovative practices at academic conferences directly elevates their professional standing among peers and the broader educational community. This non-financial recognition strategy validates instructional expertise, provides professional exposure, and encourages continuous innovation, offering far greater motivational value than assigning routine office clerical or inventory audit duties.

143. (B) An official non-monetary incentive preserved in the personal file and portfolio
Writing a formal Letter of Appreciation signed by institutional or district authorities functions as an official non-monetary incentive. Preserved in the teacher's personal file and portfolio, this documentation serves as verifiable evidence of extraordinary service during performance appraisals, award selections, and deputation evaluations, boosting professional morale without acting as a monetary check.

144. (D) Active listening, professional empathy, feedback, and advocating for teacher welfare
Supervisory behaviors characterized by active listening, professional empathy, constructive feedback, and advocating for staff welfare function as powerful indirect non-financial incentives. When school leaders demonstrate genuine care and support, they foster psychological safety, reduce workplace anxiety, and strengthen organizational commitment, whereas micro-management, indifference, or unpredictable meeting cancellations severely depress faculty morale.

145. (C) Esteem, Status, and Self-Actualization needs
Designating a senior teacher as Lead Instructional Mentor, presenting a commendation certificate, and allocating a dedicated lab workspace addresses higher-order human needs. In Maslow's hierarchy, these actions satisfy esteem, professional status, and self-actualization needs by recognizing expertise, granting leadership status, and providing resources for creative mastery rather than targeting basic physiological or financial liquidity needs.

MCQGPT

146. (C) Non-financial recognition through empowerment and professional collegiality
Providing opportunities for teachers to lead peer learning circles or professional learning communities represents non-financial recognition through empowerment and professional collegiality. Tying leadership opportunities to peer collaboration validates teacher expertise, fosters collective efficacy, and encourages continuous pedagogical sharing, serving as an empowering motivator rather than a burdensome administrative workload increase.

147. (A) It creates a culture of recognition, high morale, and performance enhancement
Celebrating small professional wins—such as perfect attendance or completing pedagogical courses—during regular staff meetings creates an institutional culture of continuous recognition, high morale, and performance enhancement. Publicly acknowledging modest accomplishments reinforces positive professional habits, builds group cohesion, and enhances self-efficacy across

public honor to recipients without conferring administrative promotions, diplomatic passports, or tax exemptions.

131. (A) Direct the teacher to submit their portfolio on the online award portal within timelines
To sponsor an eligible teacher for the State Teacher Award, the Principal must direct the teacher to submit their digital portfolio on the official online award portal within established deadlines. State award procedures require formal portal registration and structured documentation, prohibiting Principals from sanctioning unauthorized cash awards, bypass promotions, or informal letters.

132. (D) Student learning impact, pedagogical innovation, and community integration
Selection committees for State and National Teacher Awards evaluate candidates primarily on student learning impact, pedagogical innovation, development of instructional materials, and community engagement. Personal wealth, daily commute distance, and leave balances are entirely irrelevant, ensuring award evaluations focus strictly on professional performance, teaching excellence, and contributions to public education.

133. (B) Special Education, Sports Coaching, and Mentorship in government schools
In Delhi State Teacher Awards, special award categories are established to recognize excellence in specialized domains such as Special Education, Sports Coaching, and Academic Mentorship within government schools. These specialized categories ensure equal recognition opportunities for educators serving diverse student needs, promoting inclusivity beyond traditional subject teaching disciplines.

134. (C) It enhances public reputation, elevates staff morale, and sets excellence benchmarks
When a faculty member receives a National or State Teacher Award, the school gains substantial institutional benefits. The honor enhances the school's public reputation, elevates staff morale, and establishes clear benchmarks for instructional excellence, inspiring other teachers to adopt innovative practices without exempting the school from statutory audits or altering its public status.

135. (A) Both A and R are true and R is the correct explanation of A
Self-nomination portals have replaced purely confidential nomination processes in the National Awards to Teachers framework. This transition enhances operational transparency, equal opportunity, democratic participation, and merit-based evaluation accessible to all eligible educators. Because open online application processes remove administrative bottlenecks and favoritism, the reason directly explains why self-nomination portals were implemented.

136. (A) District-level best performing teachers, eco-club mentors, and exam coordinators
In addition to state and national honors, local Directorate of Education districts organize recognition functions to honor district-level best performing teachers, eco-club mentors, sports leaders, and examination coordinators. These localized recognition programs celebrate ground-level contributions, boosting teacher morale and fostering institutional pride across public schools within the district.

137. (B) Felicitation by the President or Prime Minister of India
A major non-monetary honor accorded to National Teacher Award recipients during official functions in New Delhi is personal felicitation by the President or Prime Minister of India. This national recognition confers immense professional prestige and validates life-long dedication to public education, satisfying higher-order esteem needs far beyond material perks or municipal tax exemptions.

138. (B) By using quantifiable indicators, verifiable evidence, and multi-tier jury evaluations
Rigorous selection criteria preserve the prestige and integrity of Best Teacher Awards by employing quantifiable performance indicators, verifiable portfolio evidence, and multi-tiered jury evaluations. Standardized rubric-based assessments and multi-stage screening prevent administrative favoritism, ensuring that recognition is awarded purely on demonstrated educational merit and verifiable student impact.

139. (A) Expressing authentic verbal praise during routine walk-throughs and staff briefings
Expressing authentic verbal praise during routine classroom walk-throughs and staff briefings represents a low-cost, high-impact non-financial

Click Here to Buy book on Flipkart

CHAPTER 13

Communication Process, Channels, and Barriers

1. Which of the following best defines educational communication within the context of school management?
(A) The unilateral transmission of policy directives and administrative guidelines from school leadership to teaching staff
(B) A dynamic, two-way process of sharing meaning and administrative intent to achieve institutional objectives
(C) The systematic recording of staff attendance and official administrative correspondence under government rules
(D) The strategic public relations effort employed by a school head to enhance institutional reputation in the community

2. According to classical management thought, what is the primary function of administrative communication in a school setting?
(A) Coordinating institutional activities and aligning staff effort toward educational goals
(B) Entertaining internal and external institutional stakeholders through periodic informal publications and newsletters
(C) Replacing traditional organizational hierarchy with continuous informal discussions among departmental staff members
(D) Ensuring absolute consensus among all members of the teaching staff on every routine instructional decision

3. Chester Barnard described executive communication as a core function of leadership. What fundamental condition must be met for an administrative communication to possess authority according to Barnard?
(A) It must be issued exclusively in a formal written format bearing the official institutional seal and official signature.
(B) It must originate directly from the highest external educational regulatory board or state government authority.
(C) The recipient understands it, finds it compatible with organizational purpose and personal interest, and can comply.
(D) It must involve substantial monetary incentives or direct financial bonuses for verified compliance from staff.

4. In administrative management, communication is often termed the "nervous system" of an organization. This metaphor primarily emphasizes its role in:
(A) Completely eliminating all interpersonal conflict and professional grievances within the school staff room environment
(B) Replacing formal supervisory administrative inspections with regular self-appraisal reports from teachers
(C) Restricting official administrative information flow exclusively to top-tier school management authorities
(D) Integrating sub-units, providing feedback, and enabling coordinated organizational response

5. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Communication is an essential prerequisite for effective institutional planning and leadership in a school.
Reason (R): Institutional planning requires the continuous exchange of accurate data, clear goal setting, and collaborative alignment across all departmental levels.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

Downloaded from www.pdf.tube

113. (A) Adapt performance metrics and incentive options to changing school priorities
Flexibility in an institutional incentive scheme refers to its structural capacity to adapt performance metrics, rewards, and recognition options to changing educational priorities and institutional needs. A flexible system allows leadership to pivot focus toward emerging challenges—such as digital literacy or student well-being—without destroying scheme credibility or violating rules.

114. (C) Overjustification Effect (or Crowding-Out Effect)
The Overjustification Effect, or Crowding-Out Effect, occurs when introducing external monetary rewards diminishes an individual's pre-existing intrinsic motivation to perform a task. When external financial incentives replace internal satisfaction and professional pride as the primary reason for teaching, educators may view their work transactionally, reducing voluntary effort when rewards end.

115. (A) Teaching is a complex cognitive activity driven strongly by intrinsic purpose and identity
Relying exclusively on monetary incentives to improve teaching quality often fails because teaching is a complex, non-routine cognitive activity driven strongly by intrinsic purpose, professional identity, and social dedication. Financial rewards tend to motivate standardized routine tasks effectively, but fail to capture or inspire the creative, empathetic, and continuous pedagogical adaptation essential for quality education.

116. (D) Goal Displacement and Distortion of Educational Objectives
Tying cash bonuses narrowly to high student exam scores causes goal displacement and distortion of educational objectives. When financial rewards focus solely on test outcomes, teachers may shift attention away from holistic child development, co-curricular activities, and struggling students, concentrating narrowly on test preparation, which undermines broader institutional and policy goals.

117. (B) Cash rewards lose motivational impact over time, being viewed as routine entitlements
The Decay Effect, or hedonic adaptation, in monetary incentives describes how financial cash rewards gradually lose their motivational impact over time. Employees become accustomed to receiving recurring cash bonuses, eventually perceiving them as standard baseline entitlements rather than rewards for exceptional performance, which reduces their effectiveness in driving continuous instructional improvement.

118. (C) Teaching to the test, grade inflation, and potential manipulation of academic records
Tying financial incentives strictly to high-stakes student test scores creates intense pressure that frequently leads to unethical administrative practices. Educators may resort to teaching narrowly to the test, artificially inflating grades, or manipulating academic evaluation records to secure financial rewards, thereby severely compromising educational integrity and accurate student assessment.

MCQGPT

119. (D) They do not correct deficiencies in infrastructure, training, resources, and leadership
Monetary incentives alone fail to solve long-term systemic problems in school performance because financial rewards do not address underlying structural deficiencies. Cash payouts cannot fix inadequate classroom infrastructure, insufficient teaching materials, lack of professional development, or poor administrative leadership, all of which are essential prerequisite conditions for sustained school improvement.

120. (A) Both A and R are true and R is the correct explanation of A
Offering short-term cash bonuses for routine teaching tasks can destroy intrinsic motivation and professional ethos. Extrinsic monetary framing shifts an educator's cognitive focus from internal moral and professional commitment to a transactional utility calculation. Because financial framing replaces professional dedication with material self-interest, the reason directly explains why short-term monetary bonuses degrade intrinsic motivation.

121. (B) Temporary reduction of dissatisfaction without generating true intrinsic motivation
Under Herzberg's framework, continuously increasing monetary incentives without improving working conditions or professional respect merely reduces job dissatisfaction temporarily. Because money acts as a hygiene factor rather than a motivator, financial increases cannot generate true intrinsic job satisfaction, professional

13. In the linear model of the communication process, who initiates the communication by conceptualizing an idea or administrative intent?
(A) Decoder
(B) Receiver
(C) Sender (Encoder)
(D) Channel mediator

14. What constitutes the process of "Encoding" in administrative communication?
(A) Intercepting and re-routing an official administrative memorandum across internal departmental channels
(B) Interpreting the underlying psychological or emotional state of the person receiving the message
(C) Filtering out physical background noise and acoustic distractions during an official staff meeting
(D) Converting thoughts into symbolic forms such as words, signs, or gestures

15. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Clear encoding by the Principal is crucial for effective implementation of administrative orders.
Reason (R): Encoding transforms administrative ideas into explicit, structured symbols that minimize misinterpretation by teaching staff.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the communication process, what is the "Message"?
(A) The technological device or transmission network used to send administrative information across units
(B) The physical product or structured content formulated to convey meaning
(C) The physical barrier or environmental interference that hinders clear reception of official messages
(D) The reaction or behavioral response expressed by subordinate staff after receiving official instructions

17. When selecting a communication "Channel" for transmitting a delicate policy matter involving staff performance appraisal, which medium is generally considered most effective in educational management?
(A) A general broadcast message posted on an informal and unofficial social media messaging group
(B) A standard written administrative circular posted publicly on the main staff notice board
(C) Face-to-face personal dialogue supplemented by confidential written documentation
(D) An anonymous memorandum left routinely in the central staff room without direct attribution

18. In David Berlo's SMCR (Source-Message-Channel-Receiver) model of communication, which factor belongs specifically to the "Source" (Sender) component?
(A) Communication skills, attitudes, knowledge, social system, and culture
(B) Treatment, structure, content, code, and element design within the message
(C) Seeing, hearing, touching, smelling, and tasting sensory receiver channels
(D) Code, content, treatment, structure, and element organization of the message

19. What role does the "Receiver" play in the communication process?
(A) Formulating the initial message structure, selected codes, and official administrative intent
(B) Selecting the appropriate transmission network, physical medium, and delivery channel
(C) Target individual or group who receives, decodes, and interprets the message
(D) Controlling external environmental noise and physical transmission channels during delivery

20. Which step in the communication process involves converting received symbols, signals, or words back into meaningful mental concepts?
(A) Encoding
(B) Transmitting
(C) Feedback generation
(D) Decoding

21. What is the primary cause of "decoding errors" in educational communication?

Click Here to Buy book on Amazon

67. Widespread rumors spread among the teaching staff that the Principal is planning to alter room allotments for the upcoming board exams based on personal favoritism. The staff room atmosphere becomes tense and uncooperative. Instead of retaliating, the Principal calls an open staff council meeting, projects the standardized computerized allotment criteria on screen, and invites representatives from each department to verify the duty charts. What strategy did the Principal use to neutralize grapevine distortion?
(A) Total administrative suppression and prohibition of informal employee social groups
(B) Conducting a strict formal administrative investigation under statutory discipline rules
(C) Applying top-down authority-based enforcement without providing contextual explanations
(D) Transparency, evidence-based communication, and proactive information sharing

68. What role can informal communication play positively in administrative management?
(A) Serving as a rapid feedback mechanism and providing emotional catharsis for employees
(B) Substituting mandatory official service rules and administrative statutory procedures entirely
(C) Eliminating the administrative necessity for official documentation and record keeping systems
(D) Bypassing legal and statutory requirements for public procurement and financial auditing

69. Which of the following is a major disadvantage of relying heavily on informal communication for operational decisions?
(A) High economic transmission cost associated with distributing messages across departmental units
(B) Exceptional slowness in spreading information across different hierarchical administrative levels
(C) Lack of official accountability, high rate of distortion, and inability to establish liability
(D) Excessive formal documentation overhead required before transmitting routine operational updates

70. When administrative decisions are communicated exclusively through informal chatter rather than formal memos, what management defect arises?
(A) Excessive hyper-formalism and administrative rigidity across units
(B) Severe bureaucratic stagnation and procedural delays in institutional workflow
(C) Unnecessary over-documentation and recording overhead for simple routine tasks
(D) Role ambiguity, operational confusion, and lack of accountability

71. What are "Semantic Barriers" in communication?
(A) Physical geographical distance separating administrative offices across multi-building school campuses
(B) Interpersonal distrust and emotional hostility stemming from unaddressed staff room conflicts
(C) Mechanical breakdowns and technical defects in public address or electronic communication systems
(D) Distortions arising from language differences, jargon, and ambiguous vocabulary

72. Which scenario serves as a direct illustration of a Semantic Barrier in school management?
(A) Using specialized academic terms that primary teachers interpret differently from intended meaning
(B) A staff member missing an important administrative meeting due to severe traffic congestion en route
(C) A teacher deliberately ignoring an official email due to poor personal rapport with the Vice-Principal
(D) A central computer server crashing unexpectedly during annual result compilation and publication

73. What is "Bypassed Communication" in semantic theory?
(A) Deliberately skipping a hierarchical superior in the formal administrative line of command
(B) Sender and receiver attaching completely different meanings to the exact same word or phrase
(C) Sending an official administrative message via email instead of formal registered speed post
(D) Communicating administrative orders exclusively through non-verbal physical gestures and signs

74. How does "Faulty Translation" act as a semantic barrier when implementing central education schemes in state schools?

MCQGPT

actual meaning.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. Which of the following is an example of "Psychological Noise" in a staff communication setting?
(A) Loud construction sound and environmental acoustic noise adjacent to the main examination hall during test hours
(B) Poor internet connectivity and portal server disruption during mandatory online mark submissions by teachers
(C) Personal stress or mistrust toward leadership causing misinterpretation of feedback
(D) Faulty printing, poor ink clarity, or illegible formatting on an official printed examination question paper

30. In Shannon and Weaver's Mathematical Model of Communication, what element was explicitly introduced to account for transmission degradation between transmitter and receiver?
(A) Cognitive Dissonance
(B) Information Source
(C) Feedback Loop
(D) Noise Source

31. When a Principal experiences "Information Overload" due to receiving hundreds of emails, circulars, and messages daily, what type of noise/barrier is primarily created?
(A) Physiological noise affecting sensory reception organs
(B) Processing noise causing message omission and filtering
(C) Phonetic noise stemming from speech articulation barriers
(D) Cultural noise resulting from differing social background norms

32. Which scenario represents "Physiological Noise" affecting communication in a school meeting?
(A) A teacher failing to listen attentively due to severe migraine or hearing impairment
(B) A Principal using highly complex statistical and psychometric terms during an administrative presentation
(C) Strict formal administrative rules preventing teachers from speaking directly to the executive head of school
(D) Differing cultural norms and social expectations regarding appropriate eye contact during conversations

33. Wilbur Schramm's communication model emphasizes that effective decoding depends heavily on the overlap between sender and receiver in which domain?
(A) Technical network bandwidth
(B) Organizational hierarchy level
(C) Field of Experience
(D) Geographic operational region

34. What occurs when the "Field of Experience" of a Principal and a newly appointed probationary teacher have zero overlap?
(A) Communication becomes fully automated, standardized, and completely error-free across administrative units
(B) Communication breaks down due to lack of shared symbols, context, and operational understanding
(C) Feedback loops operate at maximum speed and produce immediate clarification between sender and receiver
(D) Informal grapevine communication channels and staff room gossip networks are completely eliminated

35. What is "Environmental Noise" in a school setting?
(A) Severe lack of clarity and ambiguous phrasing in official departmental administrative policy guidelines
(B) Defensive interpersonal attitudes and emotional friction among staff members during annual performance appraisals
(C) Physical factors like ambient temperature, poor lighting, or traffic noise that hinder concentration
(D) Protracted organizational conflict and administrative friction between teacher unions and school management

36. How does "filtering" function as an intentional form of noise/distortion in organizational communication?
(A) Using automated software filters to screen incoming e-office email spam messages
(B) Clarifying complex administrative jargon before broadcasting policy directives to

Downloaded from www.pdf.tube

students
(C) Translating government regulatory orders accurately into regional languages for staff
(D) Manipulating upward information to make bad news sound favorable to authorities

37. During an administrative audit preparation, the Head Clerk omits reporting significant pending audit objections to the Principal, fearing official displeasure and reprimand. As a result, the Principal submits an inaccurate compliance report to the education authority. This dynamic is a classic example of:
(A) Environmental acoustics breakdown and physical transmission disruption
(B) Upward filtering driven by fear of negative repercussions (MUM effect)
(C) Semantic decoding failure occurring at the receiver interpretation level
(D) Lateral communication synergy among administrative departmental staff

38. What is the "MUM Effect" in organizational communication literature?
(A) Reluctance to communicate undesirable or bad news to superiors or peers
(B) The tendency of staff members to talk excessively during informal departmental staff meetings
(C) The practice of relying on non-verbal body language cues exclusively in management settings
(D) The complete administrative suppression of informal channels by formal authority structures

39. Which communication model explicitly conceptualizes communication as a two-way, continuous loop where both parties act simultaneously as senders and receivers (interpreters)?
(A) Aristotle's Classical Rhetorical Model
(B) Shannon-Weaver Linear Information Model
(C) Lasswell's Transmission Model
(D) Osgood-Schramm Circular Model

40. Consider the following statements regarding Noise in communication:
I. Noise can distort administrative communication at the encoding, transmission, or decoding stages.
II. Noise refers exclusively to physical, audible disruptions in the environment.
III. Redundancy in message design can help counteract the effects of channel noise.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

MCQGPT

41. What defines "Formal Communication Channels" in a school administration structure?
(A) Unofficial personal conversations between teachers during lunch breaks in the staff room
(B) Officially sanctioned pathways along which official orders and reports flow
(C) Unofficial social media chat groups created spontaneously by staff members for convenience
(D) Spontaneous, unscheduled discussions occurring informally in the school playground areas

42. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Downward formal communication is essential for conveying institutional goals, policies, and specific job assignments to teachers.
Reason (R): Downward communication flows from higher administrative levels to lower operational levels along the official scalar chain.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. Which of the following is a primary limitation associated with excessive reliance on strict "Downward Communication" in a school?
(A) Risk of message filtering, loss of detail, and employee feelings of exclusion
(B) Complete elimination of administrative authority and formal supervisory control structures
(C) Excessive peer-level collaboration reducing overall organizational discipline and standards
(D) Over-reliance on informal grapevine networks to convey critical operational policies

44. What is the main purpose of "Upward Communication" in educational administration?
(A) Issuing strict written disciplinary warnings to assistant teachers regarding misconduct
(B) Standardizing terminal examination timetables across different academic school sections
(C) Coordinating joint cultural and sports events across diverse academic departments
(D) Providing feedback, progress reports, grievances, and suggestions to leadership

45. Which administrative tool serves as a primary formal vehicle for upward communication in a school?
(A) Official administrative circulars posted prominently on the main entrance bulletin board
(B) The comprehensive annual school prospectus distributed widely to parents and guardians
(C) Suggestion boxes, formal feedback forms, and written staff reports to the Principal
(D) Public address system oral announcements broadcast routinely during morning assembly

46. What is "Horizontal (or Lateral) Communication" in organizational management?
(A) Administrative orders issued by the Principal directly to school support staff members
(B) Formal academic submissions made by elected student representatives to class monitors
(C) Direct official correspondence between the education department and external vendors
(D) Peer information exchange across equal hierarchical levels in different units

47. Why is horizontal communication critical in school management?
(A) It eliminates the necessity for executive administrative supervision across departments entirely
(B) It facilitates peer coordination between department heads and enables interdisciplinary integration
(C) It enforces strict, uncompromising adherence to scalar chain bureaucracy and vertical command structures
(D) It prevents informal socializing and personal conversations among school staff during working hours

48. What is "Diagonal (or Cross-Functional) Communication"?
(A) Formal communication strictly following the traditional vertical scalar line of authority
(B) Informal personal conversation taking place off school premises after official working hours
(C) Communication across different departments and hierarchy levels without direct reporting
(D) Visual non-verbal communication conveyed through physical gestures and posture cues

49. In a scenario where a Head of Science Department directly consults with an Administrative Assistant in the Accounts Branch to resolve an urgent laboratory equipment purchase issue without routing through the Vice-Principal, which channel is being utilized?
(A) Vertical Downward communication
(B) Vertical Upward communication
(C) Pure Horizontal Peer communication
(D) Diagonal (Cross-functional)

50. Consider the following statements regarding organizational communication directions:
I. Downward communication carries directives, objectives, and administrative feedback to subordinates.
II. Upward communication helps management evaluate the effectiveness of downward communication.
III. Lateral communication enhances departmental coordination but can bypass hierarchy if unmanaged.
IV. Diagonal communication strictly follows Fayol's scalar chain without exception.
Which of the statements given above are correct?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

51. Fayol's "Gang Plank" (bridge) concept was specifically introduced to modify strict scalar chain communication in order to:
(A) Eliminate the supervisory post of head of institution within the formal public school system
(B) Enable swift horizontal communication between peers while keeping superiors informed
(C) Encourage secret informal communications among workers to bypass administrative policy
(D) Replace written communication with oral instructions across all organizational

Click Here to Buy book on Flipkart

(A) The administrative message being transmitted through written medium rather than oral face-to-face discussion
(B) High geographical distance between the central administrative office and individual departmental classrooms
(C) Differing frames of reference, background knowledge, or assumptions between parties
(D) The sender possessing superior administrative authority and formal supervisory rank over the receiver

22. In communication theory, "Feedback" is defined as:
(A) The physical medium or electronic channel through which a signal travels from sender to receiver
(B) The receiver's response transmitted back to the sender, indicating understanding
(C) The initial administrative idea conceived by an executive manager prior to formal encoding
(D) The environmental noise interference that obstructs accurate message transmission in a channel

23. A Principal issues a detailed circular regarding the new continuous assessment guidelines. Two weeks later, during a routine classroom observation, the Principal discovers that teachers are implementing an outdated evaluation grid. Upon discussion, teachers state that the circular contained ambiguous wording regarding weightage calculations. Which stage of the communication process failed or was missing effective verification in this scenario?
(A) Initial message generation by policy officials
(B) Physical transmission through e-office digital system networks
(C) Receiver availability and physical accessibility of staff
(D) Timely feedback loop and decoding verification

24. What distinguishes "positive feedback" from "negative feedback" in administrative communication?
(A) Positive feedback confirms intended receipt; negative feedback prompts corrective action.
(B) Positive feedback is always communicated orally, while negative feedback is strictly issued in official written forms.
(C) Positive feedback originates exclusively from administrative superiors, while negative feedback comes from staff.
(D) Positive feedback introduces environmental channel noise, while negative feedback entirely eliminates channel noise.

25. Cybernetic communication models place primary emphasis on which concept to ensure organizational self-regulation and goal stability?
(A) Unidirectional transmission speed
(B) Top-down hierarchical commands
(C) Continuous feedback loops
(D) Non-verbal signaling mechanisms

26. Consider the following statements regarding the core elements of the communication process in a school:
I. Encoding occurs before message transmission, while decoding occurs after reception.
II. Noise can intervene at any stage of the communication process.
III. Feedback turns a linear communication process into a circular or transactional process.
IV. The message channel is entirely independent of the administrative context.
Which of the statements given above are correct?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

27. What is "Noise" in the context of organizational communication theory?
(A) Audible acoustic sound and environmental noise in the surrounding school premises during working hours
(B) The deliberate delay or administrative resistance by a clerk when processing official institutional files
(C) Unwritten cultural rules and social norms governing informal staff interactions within the workplace
(D) Any interference that distorts or impairs accurate message transmission and reception

28. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): High levels of semantic noise in administrative directives decrease institutional compliance.
Reason (R): Semantic noise arises when ambiguous language, complex jargon, or abstract terms cause receivers to misinterpret the sender's

MCQGPT

(D) A is false but R is true

59. In Keith Davis's classification of grapevine networks, which pattern involves an individual passing information to a group of selected individuals, who in turn pass it on to another selected group?
(A) Cluster Chain
(B) Single Strand Chain
(C) Gossip Chain
(D) Probability Chain

60. What distinguishes the "Gossip Chain" grapevine network from other patterns?
(A) One central person non-selectively communicates information to everyone else in the group
(B) Information passes sequentially from person A to B, then B to C, then C to D along a chain
(C) Information is passed randomly without any specific target individual or organizational priority
(D) Information is transmitted exclusively through formal written notes bearing official signatures

61. In Keith Davis's grapevine taxonomy, what describes a "Single Strand Chain"?
(A) Information flows in a straight linear sequence from person 1 to person 2, person 2 to 3, and so on
(B) One central authority figure tells all group members simultaneously during an official briefing
(C) Group members communicate completely at random based on mathematical probability distribution models
(D) Administrative information is shared exclusively between departmental academic heads during meetings

62. Which grapevine pattern operates when information is passed completely at random to individuals without specific filtering or organizational logic?
(A) Cluster Chain
(B) Gossip Chain
(C) Direct Vertical Chain
(D) Probability Chain

63. Which grapevine pattern is most common in formal work organizations according to organizational research?
(A) Single Strand Chain
(B) Gossip Chain
(C) Cluster Chain
(D) Pure Random Chain

64. Consider the following statements regarding Grapevine Communication patterns in a school:
I. The Cluster pattern relies on key liaison individuals ("gatekeepers") who filter and pass information to selected groups.
II. Grapevine communication flourishes in environments characterized by high ambiguity, lack of official communication, and organizational stress.
III. The Grapevine is composed entirely of false statements and holds zero administrative value.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

65. How should an effective Principal counter destructive rumors circulating in the school grapevine regarding staff redeployment?
(A) Release authentic, transparent, and complete official information through formal channels
(B) Immediately issue official written administrative warnings to all staff members regarding gossip
(C) Ignore the circulating rumors completely until they dissipate and disappear naturally over time
(D) Shut down the primary staff room facility completely during off-periods to prevent gatherings

66. What is a primary cause of rumor expansion in organizational grapevine channels?
(A) High clarity, completeness, and timeliness of official administrative circulars released by leadership
(B) Rigid, strict enforcement of biometric attendance tracking rules across all operational departments
(C) Frequent institutional distribution of written commendations acknowledging outstanding performance
(D) High importance of the subject combined with high ambiguity or lack of clear information

MCQGPT

departments

52. To streamline the implementation of school nutrition programs, Principal Ramesh establishes a weekly coordination meeting involving the Teacher-in-Charge, the School Caretaker, and the Accounts Clerk. This allows cross-functional alignment and immediate operational troubleshooting. This administrative measure primarily strengthens which formal channel dynamic?
(A) Scalar vertical downward authority and hierarchical command pathways
(B) Informal rumor network control within the local staff room environment
(C) External media communication and public relations administrative policy
(D) Multi-directional and cross-functional communication

53. Which official instrument is used in school administration for internal written record-keeping, decision justifications, and official approval processing?
(A) Informal memo draft
(B) Administrative Note-Sheet
(C) Official Press Release notice
(D) Verbal Executive Order statement

54. What is the standard protocol when a Principal issues an "Office Order"?
(A) A formal administrative instruction carrying regulatory compliance and recorded in official records
(B) An informal request open to optional compliance by staff depending on individual departmental workload
(C) A confidential institutional document shared exclusively with external government audit officials
(D) A broad public policy statement issued to the general public regarding overall educational goals

55. In official government correspondence, what distinguishes an "Office Memorandum" (OM) from a "Circular"?
(A) An OM is issued only to students, whereas a Circular is issued to the general public for awareness.
(B) An OM is non-binding in nature, whereas a Circular carries immediate criminal penalties for staff.
(C) An OM is used for inter-departmental matters; a Circular conveys instructions to a wide group.
(D) An OM is always delivered orally, whereas a Circular must be published in regional newspapers.

56. What is "Informal Communication" (often called the Grapevine) in an educational institution?
(A) Official notifications published on administrative government portals for general public awareness
(B) Unofficial, spontaneous social communication networks emerging from personal relationships
(C) Statutory official correspondence between the school head and the regional education directorate
(D) Academic class timetables drafted and distributed by the central school academic coordinator

57. What is a primary characteristic of Grapevine communication in organizations?
(A) It travels significantly slower than formal written communication channels across administrative levels
(B) It is highly rigid and strictly follows scalar chain authority pathways established by management
(C) It is legally binding and enforceable under civil service conduct rules and government regulations
(D) It moves with extreme speed but is susceptible to distortion and rumor

58. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): School administrators should seek to understand and constructively integrate grapevine communication rather than attempt to totally abolish it.
Reason (R): The grapevine is an inherent social reality of human organization that provides valuable early diagnostic signals regarding employee anxiety, morale, and organizational climate.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false

Downloaded from www.pdf.tube

MCQGPT

(A) Accurately converting complex policy directives into regional languages for local staff
(B) Printing administrative notice documents in clear, high-contrast text formats for readability
(C) Publishing administrative circulars in multiple regional languages simultaneously across units
(D) Misinterpreting pedagogical terms during translation, altering administrative intent

75. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Unexplained technical jargon used by educational administrators creates cognitive barriers for junior teaching staff and parents.
Reason (R): Jargon functions as a selective code that requires specific specialized background knowledge for correct decoding.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Psychological barriers in communication are primarily rooted in:
(A) Poor mechanical signal quality of telephone lines across administrative offices
(B) Emotional states, personal perceptions, and psychological filters of communicators
(C) Rigid government procurement rules and statutory financial constraints on management
(D) Architectural design flaws in school staff rooms restricting direct physical movement

77. What is "Selective Perception" in educational communication?
(A) Processing incoming official administrative messages with absolute mathematical and factual accuracy
(B) Skimming through only the top introductory line of official departmental administrative letters
(C) Selecting specific staff members to participate in specialized professional development training
(D) Interpreting messages based on existing expectations while ignoring contrary information

78. Consider the following statements regarding psychological barriers:
I. Halo Effect causes a receiver to evaluate a message based on their opinion of the sender rather than message content.
II. Cognitive Dissonance leads individuals to reject communication that conflicts with their existing beliefs.
III. Stereotyping helps administrators achieve objective and unbiased evaluation of staff communications.
IV. Defensive climate makes receivers focus on self-protection rather than accurate message interpretation.
Which of the statements given above are correct?
(A) I and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, II, III and IV

79. How does a "Defensive Climate" in a school impact teacher-principal communication?
(A) Teachers open up completely and share innovative pedagogical ideas during departmental staff council meetings
(B) Communication becomes guarded, highly formal, and focused on self-protection rather than problem-solving
(C) Informal grapevine networks and unverified rumors are completely eliminated from the staff room environment
(D) The upward flow of constructive feedback and suggestions from assistant teachers increases dramatically

80. Which of the following traits characterizes a "Supportive Communication Climate" according to Jack Gibb?
(A) Problem orientation and empathy
(B) Judgmental evaluation and criticism
(C) Dogmatic certainty and rigidity
(D) Strategic manipulation and control

81. What psychological barrier is operating when a Principal dismisses a valuable pedagogical suggestion from a substitute teacher purely because of the teacher's temporary status?
(A) Semantic ambiguity in message formulation
(B) Acoustic interference in the physical room
(C) Environmental noise disruption in surroundings

(D) Source credibility bias based on employee status

82. During an annual appraisal feedback interview, Principal Anita provides constructive suggestions to a senior teacher regarding updating instructional techniques. The teacher immediately reacts with anger, accusing the administration of personal hostility, and refuses to listen to specific performance data. Which communication phenomenon is primarily demonstrated by the teacher?
(A) Defensive listening triggered by perceived threat to self-image
(B) High receiver empathy and emotional maturity during feedback sessions
(C) Effective upward decoding of administrative guidance and policy directives
(D) Channel saturation occurring within formal administrative feedback networks

83. What is "Premature Evaluation" as a psychological communication barrier?
(A) Assessing student answer scripts prior to the official scheduled end of the academic term
(B) Submitting annual performance appraisal reports well prior to the official administrative due date
(C) Forming a reaction before the sender has fully conveyed their complete statement
(D) Conducting diagnostic standardized achievement tests at the start of the academic year for students

84. Psychological "Filtering" in organizational communication occurs when:
(A) Automated network firewalls blocking unauthorized web traffic on administrative servers
(B) School leaders reorganizing physical desk arrangements within administrative department offices
(C) Examination evaluation committees screening question papers prior to final printing runs
(D) Subordinates modifying negative information before passing it upward to authorities

85. What is the impact of "Information Overload" on administrative efficiency in schools?
(A) It dramatically speeds up administrative decision-making processes across departments
(B) It ensures absolute institutional compliance with complex departmental regulations
(C) It completely eliminates semantic decoding errors among staff members during briefings
(D) Cognitive fatigue, message omission, delayed responses, and lower decision quality

86. Which of the following is classified as an "Organizational Barrier" to communication?
(A) Severe hearing impairment or physiological loss affecting a staff member during meetings
(B) Excessive hierarchy, rigid rules, status differences, and inadequate channels
(C) Ambiguous dictionary definitions and linguistic variations across local regional dialects
(D) High ambient environmental noise emanating from traffic on adjacent public highways

87. How does a tall, rigid organizational hierarchy impede effective communication in a large school system?
(A) It speeds up the processing and movement of administrative requests across units
(B) It completely eliminates informal staff gossip and grapevine chatter in the staff room environment
(C) Messages passing through scalar levels experience delay, distortion, and loss of context
(D) It guarantees perfect upward feedback transmission to executive administrative heads

88. What organizational barrier is created when a school lacks clear administrative channels and designated focal points for parent grievances?
(A) Cultural dissonance and linguistic misalignment across diverse student groups
(B) Phonetic noise interference and speech distortion during audio broadcasts
(C) Psychological resistance and personal mistrust among subordinate staff members
(D) Channel ambiguity and systemic administrative communication breakdown

89. Consider the following statements regarding organizational communication barriers:
I. Rigid adherence to status relationships deters lower-level staff from initiating upward communication.
II. Spatial distance between multi-campus educational facilities acts as a structural-physical barrier.
III. Flat organizational structures generally

Click Here to Buy book on Amazon

lengthen the communication chain and increase message distortion.

Which of the statements given above are correct?

(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

90. Status differences between Principal and support staff create distance. What is this phenomenon called in organizational behavior?

(A) Power Distance Barrier / Status Distancing
(B) Semantic Dissonance and Linguistic Ambiguity
(C) Spatial Redundancy in Channel Selection
(D) Technical Channel Noise and Signal Degradation

91. Which of the following represents a "Physical Barrier" to effective communication in a school building?

(A) Deep interpersonal distrust between union leaders and school management authorities
(B) Architectural separation of rooms, poor lighting, bad acoustics, and faulty equipment
(C) Complex government legal terminology used in official policy administrative directives
(D) Divergent pedagogical beliefs and instructional philosophies among teaching staff members

92. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).

Assertion (A): Poor acoustic design in large school auditoriums functions as a severe physical barrier to instructional communication.

Reason (R): High reverberation and signal degradation interfere with the clear transmission of sound waves from sender to receiver.

In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

93. What is "Time and Distance" as a communication barrier?

(A) The time taken by administrative directorates to process and approve annual staff leave applications
(B) Geographical separation and conflicting schedules limiting real-time direct interaction
(C) The movement speed at which administrative files travel between processing desks in an office
(D) Historical policy gaps between different national educational framework recommendations

94. How does technological malfunction (e.g., e-office portal crashes, server downtime) act in organizational communication?

(A) Semantic noise stemming from ambiguous phrasing in digital forms
(B) Psychological filtering caused by employee stress or anxiety
(C) Cultural bias reflecting divergent social background expectations
(D) Technical-physical barrier interfering with channel transmission

95. In the context of schools with high student diversity, what is a "Cultural Barrier" in communication?

(A) Misinterpretation of non-verbal cues or idioms stemming from cultural diversity
(B) Disagreements regarding annual school sports expenditure allocations among department heads
(C) Mechanical faults and electrical defects in school intercom audio systems during morning assembly
(D) Delayed disbursement of monthly teacher salaries by central administrative accounts offices

MCQGPT

96. What is "Ethnocentrism" in cross-cultural administrative communication?

(A) The linguistic ability to speak multiple local regional dialects fluently during staff meetings
(B) Judging other cultural groups relative to one's own cultural standards, causing bias
(C) Constructing inclusive cross-cultural social events and community programs within schools
(D) Utilizing standardized psychometric test instruments for objective employee evaluation

97. In non-verbal cross-cultural communication, what does the study of "Proxemics" refer to?

(A) The study of temporal patterns and time management in administrative interactions

(B) Facial expressions, body movements, and eye contact patterns during conversations
(C) Vocal pitch, tone variations, and speech delivery speed during oral presentations
(D) The perception, structuring, and use of personal space and physical distance

98. A newly appointed Principal in a diverse school notices that parents from certain rural backgrounds avoid direct eye contact during formal Parent-Teacher Association (PTA) meetings. The Principal interprets this as a sign of disrespect or dishonesty. However, a senior counselor clarifies that in these parents' cultural background, avoiding direct eye contact with authority figures is a sign of deference and respect. The Principal's initial misinterpretation was caused by a failure to account for:
(A) Non-verbal cross-cultural communication norms (kinesics and context)
(B) Semantic translation errors in formal written departmental guidelines
(C) Upward organizational filtering driven by administrative fear
(D) Environmental sound distortion interfering with signal reception

99. "Kinesics" as a component of non-verbal communication encompasses:
(A) Vocal pitch, speech speed, and inflection patterns
(B) Body language, gestures, posture, and facial expressions
(C) Physical touch and tactile contact in professional settings
(D) Time management and punctuality patterns in workplaces

100. "Paralanguage" (or Vocalics) includes which set of non-verbal elements?
(A) Written words, syntax structure, and grammatical formatting in letters
(B) Vocal tone, pitch, volume, speech speed, inflections, and pauses
(C) Seating arrangements and spatial positioning in conference rooms
(D) Official departmental circular templates and structural formats

101. What is "Chronemics" in non-verbal organizational communication?
(A) The study of physical touch and tactile behavior in organizational settings
(B) The study of physical distance and seating arrangements between office desks
(C) The study of visual presentation aids and graphic slides during briefings
(D) The study of how time is structured, valued, and used to communicate status

102. Which strategy is most effective for a Principal to overcome "Semantic Barriers" when issuing administrative orders?
(A) Using clear, precise language, eliminating unnecessary jargon, and seeking explicit feedback
(B) Using highly complex literary vocabulary and technical legal phrasing to demonstrate authority
(C) Communicating administrative directives exclusively through brief non-verbal signs and gestures
(D) Delegating all official written communication responsibilities to external administrative agencies

103. How can an administrator overcome "Psychological Barriers" among staff during institutional change?
(A) Enforcing strict penalty clauses and disciplinary measures for non-compliance with orders
(B) Avoiding direct face-to-face contact and interpersonal interactions with teaching staff
(C) Fostering a supportive climate, showing empathy, and addressing staff anxieties
(D) Relying exclusively on formal written notices posted on central staff room bulletin boards

104. Consider the following strategies for overcoming organizational communication barriers:
I. Flattening organizational structure to shorten the scalar chain.
II. Establishing clear multi-directional communication channels (upward, downward, lateral).
III. Utilizing redundant communication channels for critical policy messages.
IV. Suppressing upward feedback to prevent information overload.
Which of the strategies given above are valid?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

105. What is "Channel Redundancy" in administrative communication strategy?

Downloaded from www.pdf.tube

(A) Transmitting conflicting messages through different departmental media channels simultaneously
(B) Repeating the exact same administrative keyword multiple times within a single written sentence
(C) Destroying official communication records and file notes routinely after one business week
(D) Transmitting the core message through multiple complementary channels to ensure delivery

106. According to Media Richness Theory (Daft and Lengel), which communication medium possesses the highest "media richness"?
(A) Formal written circular
(B) Standard numerical report
(C) Unaddressed memorandum
(D) Face-to-face interaction

107. Media Richness Theory suggests that complex, ambiguous, or highly sensitive administrative issues should be communicated through:
(A) Low-richness media such as formal posted memos and written departmental circulars
(B) Mass public announcements broadcast routinely over school public address systems
(C) High-richness media such as face-to-face meetings or direct interactive discussions
(D) Text-only short messaging broadcasts sent to staff mobile devices without interaction

108. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Routine administrative announcements in a school are best handled through low-richness media such as emails or written notices.
Reason (R): Low-richness media are efficient, cost-effective, and provide objective documentation for clear, unambiguous, routine data transmission.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

109. What is the practice of "Active Listening"?
(A) Sitting quietly during a meeting while planning one's personal verbal counter-argument
(B) Recording official staff conversations secretly on modern digital audio recording devices
(C) Interrupting the speaker continuously to correct minor grammatical or factual errors made
(D) Fully attending to, understanding, reflecting, and responding thoughtfully to a message

110. Which of the following is a primary behavioral indicator of Active Listening by a Principal during a meeting with a concerned parent?
(A) Frequently checking smartphone text messages while nodding passively during the interview
(B) Maintaining eye contact, paraphrasing concerns, and asking clarifying questions
(C) Immediately cutting off the parent's statement to present school administrative regulations
(D) Delegating the parent grievance meeting to a junior clerical assistant halfway through

111. What is "Paraphrasing" in the context of active listening skills?
(A) Repeating the speaker's exact spoken words verbatim with the identical vocal tone and emphasis
(B) Writing down every single spoken word in an official administrative register during a meeting
(C) Restating the essence of the message in one's own words to confirm correct understanding
(D) Translating spoken verbal statements accurately into a foreign language for formal records

112. In Active Listening theory, what is the difference between "Hearing" and "Listening"?
(A) Hearing is a deliberate cognitive process, whereas listening is a passive biological reflex mechanism
(B) Hearing occurs exclusively in formal meetings, while listening occurs only in informal settings
(C) There is no functional or theoretical distinction between hearing and listening in management
(D) Hearing is passive physiological reception, whereas listening is active interpretation of sound

MCQGPT

(D) Completeness, Conciseness, Consideration, Concreteness, Courtesy, Clearness, Correctness

129. In the "7 Cs" framework, what does "Consideration" imply for a school administrator?
(A) Offering immediate monetary bonuses to staff for every successfully completed administrative task
(B) Stepping into the audience's shoes and understanding their background and mindset ("You-attitude")
(C) Considering all potential administrative legal liabilities thoroughly before taking executive action
(D) Prolonging decision-making processes through endless, repetitive committee consultation meetings

130. What is "Concreteness" in effective administrative communication?
(A) Using abstract philosophical arguments in administrative circulars and staff room memos
(B) Presenting clear, specific, factual, and data-backed information
(C) Printing official administrative notices on heavy stock paper to emphasize importance
(D) Enforcing non-negotiable punishment structures for minor procedural staff infractions

131. Principal Varma needs to communicate a complex reform in classroom observation metrics that initially met with teacher union resistance. Instead of issuing a blanket written order, he schedules small focus group discussions, provides concrete examples of rubrics, addresses specific concerns empathically, and clarifies how the tool supports teacher growth. Which effective communication approach is Principal Varma demonstrating?
(A) Strategic communication blending rich media, clarity, and feedback
(B) Exercising coercive administrative authority and top-down bureaucratic control over staff council
(C) Unilateral administrative delegation of policy enforcement to academic department coordinators
(D) Avoidance of supervisory leadership responsibility during institutional reform processes

132. What is the role of "Persuasive Communication" in educational leadership?
(A) Coercing teaching staff to obey orders through explicit threats of salary suspension
(B) Misleading external departmental inspectors regarding school infrastructure facilities
(C) Replacing formal written administrative policies with informal verbal promises to staff
(D) Influencing attitudes and behaviors to voluntarily align with the school's vision

133. According to Aristotle's classical rhetorical framework, effective persuasive communication requires a balance of Logos, Ethos, and Pathos. What does "Ethos" represent in leadership communication?
(A) Presenting logical arguments, empirical evidence, and statistical data
(B) Moral character, credibility, trustworthiness, and authority of the speaker
(C) Appealing to emotions through dramatic storytelling and expressive gestures
(D) Maintaining rapid speed and fluent articulation during speech delivery

134. In Aristotle's persuasion framework, "Logos" refers to:
(A) Analyzing the underlying emotional state and psychological mindset of the target audience
(B) Designing the formal graphic logo and visual symbol representing the educational institution
(C) Maintaining vocal projection, volume, and confident speech modulation during presentations
(D) Logical reasoning, facts, data, and structured evidence supporting the argument

135. In Aristotle's framework, "Pathos" in administrative communication refers to:
(A) Citing relevant legal provisions, statutory acts, and departmental service rules in an order
(B) Demonstrating technical proficiency, mastery, and expertise in government financial rules
(C) Appealing to emotions, values, empathy, and shared identity of the audience
(D) Maintaining strict chronological order and systematic record keeping in administrative files

Click Here to Buy book on Flipkart

(B) Conducting diagnostic psychological and personality testing during recruitment
(C) Self-disclosure and open communication of thoughts and feelings
(D) Imposing strict official secrecy rules regarding institutional policy matters

122. In the SBI (Situation-Behavior-Impact) feedback model used in administrative mentoring, what does "Impact" focus on?
(A) The penal actions prescribed under conduct rules for administrative infractions
(B) The long-term career progression goals and aspirations of the individual employee
(C) The statistical standard deviation of student academic test scores across sections
(D) The effect observed behavior had on student learning or school performance

123. Which of the following represents constructive feedback provided by a Principal using the SBI model?
(A) "You are always completely unprofessional and uncooperative during weekly academic department staff council meetings."
(B) "I have received numerous serious administrative complaints from colleagues regarding your unprofessional attitude in school."
(C) "During yesterday's staff meeting (Situation), when you interrupted twice (Behavior), it derailed the discussion (Impact)."
(D) "Try to be a significantly better team player and demonstrate cooperative behavior during future departmental tasks."

124. What is "Assertive Communication" as distinguished from Aggressive or Passive communication?
(A) Directing subordinate staff with explicit threats of administrative disciplinary action
(B) Yielding passively to all employee demands in order to maintain surface workplace peace
(C) Communicating instructions exclusively through anonymous written departmental memoranda
(D) Expressing administrative requirements clearly and respectfully without violating rights

125. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Principals who adopt an assertive communication style manage conflict more effectively than those using aggressive or passive styles.
Reason (R): Assertive communication combines clarity of expectations with respect for individual dignity, reducing defensiveness while maintaining institutional standards.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

126. Passive-Aggressive communication in an educational team is typically characterized by:
(A) Conducting open, transparent pedagogical debate during academic staff council meetings
(B) Indirect resistance, subtle sarcasm, and surface compliance masking resentment
(C) Engaging in direct physical or intense verbal confrontation with supervisory leaders
(D) Submitting immediate formal written administrative appeals to higher educational authorities

127. When conducting crisis communication (e.g., during a school safety incident or public health emergency), what are the three key principles a Principal must maintain?
(A) Institutional secrecy, operational delay, and public denial of emergency facts
(B) Speed, absolute accuracy, and consistent single-point messaging
(C) Speculation, unverified emotional broadcasts, and informal grapevine rumors
(D) Delegating official spokesperson duties to student union leaders during emergency events

128. What is the "7 Cs" framework for effective managerial communication?
(A) Control, Command, Coercion, Centralization, Compliance, Closure, and Caution framework
(B) Cost, Capacity, Channel, Circulation, Complexity, Cognition, and Continuity factors
(C) Circulars, Codes, Conduct, Consultation, Consensus, Conflict, and Oversight regulations

Downloaded from www.pdf.tube

113. During a grievance session, an Assistant Teacher emotionally complains about unfair workload distribution. Vice-Principal Mohan listens quietly, maintains open body posture, and then says: "If I understand correctly, you feel overwhelmed because you have been assigned three consecutive substitution periods in addition to your special exam duties this week. Is that accurate?" What active listening technique is Vice-Principal Mohan employing?
(A) Conduct of aggressive defensive interrogation during official feedback
(B) Empathic reflection and paraphrasing to validate understanding
(C) Display of administrative intimidation tactics toward subordinate staff
(D) Attempting premature problem resolution prior to full factual disclosure

114. Which stage is NOT part of the classic Active Listening model?
(A) Sensing or receiving sensory sound input
(B) Interpreting or understanding message intent
(C) Evaluating or processing incoming information
(D) Pre-judging / Selective Filtering

115. How does active listening by school leadership improve institutional climate?
(A) It reduces the administrative necessity for written educational policy documentation
(B) It completely eliminates all administrative paperwork across school operational units
(C) It enforces complete employee compliance without requiring open professional discussion
(D) It builds trust, enhances psychological safety, and improves management decisions

116. What is "Empathic Listening"?
(A) Listening purely to gather factual evidence for initiating formal written disciplinary charges
(B) Listening while sympathizing and agreeing with every request made by subordinate staff members
(C) Listening passively while simultaneously performing administrative routine office desk work
(D) Listening to understand the speaker's frame of reference without immediate evaluation

117. Consider the following statements regarding Active Listening in school leadership:
I. Active listening requires setting aside internal personal biases and distractions.
II. Non-verbal cues such as nodding and leaning forward signal engagement to the speaker.
III. Active listening is an inherent biological trait that cannot be developed through professional training.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

MCQGPT

118. In Carl Rogers' person-centered framework, what attitude is crucial for deep listening and constructive communication?
(A) Evaluative dominance and structural oversight
(B) Unconditional Positive Regard and authenticity
(C) Detached skepticism regarding staff motivations
(D) Strategic manipulation of departmental outcome

119. The "Johari Window" model (developed by Joseph Luft and Harry Ingham) is widely used in managerial communication training to improve self-awareness and interpersonal dynamics. Which quadrant represents information known to oneself AND known to others?
(A) Blind Arena / Spot area
(B) Hidden / Facade quadrant
(C) Open Area / Arena
(D) Unknown quadrant

120. In the Johari Window, what action reduces the "Blind Spot" and expands the "Open Arena"?
(A) Suppressing personal feelings and emotional expressions in formal staff meetings
(B) Actively soliciting and receiving constructive feedback from colleagues
(C) Increasing administrative secrecy around executive institutional decision-making
(D) Avoiding formal performance appraisals and peer evaluation processes entirely

121. What action moves information from the "Hidden Area" (Facade) to the "Open Arena" in the Johari Window model?
(A) Actively soliciting constructive upward feedback from departmental staff members

136. Consider the following statements regarding effective communication skills for Principals:
I. Communication should be tailored to the specific background and needs of the target audience.
II. Non-verbal signals should align with and reinforce spoken verbal messages.
III. Active solicitation of constructive upward feedback reduces administrative blind spots.
IV. High-performing Principals rely exclusively on written down directives to avoid interpersonal dialogue.
Which of the statements given above are correct?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

137. What is "Transactional Analysis" (developed by Eric Berne) in interpersonal administrative communication?
(A) Analyzing the financial transmission costs of various administrative communication channels
(B) Psychological model analyzing interactions based on Parent, Adult, and Child ego states
(C) Implementing advanced digital encryption methods for securing official email correspondence
(D) Applying statistical sampling techniques to evaluate test item reliability in examinations

138. In Transactional Analysis, which Ego State is most appropriate for a Principal conducting an objective, problem-solving administrative meeting with staff?
(A) Critical Parent
(B) Natural Child
(C) Rebellious Child
(D) Adult

139. What occurs in a "Crossed Transaction" during communication between a Principal and a Teacher?
(A) Information is transmitted simultaneously through two digital administrative e-office portals
(B) Communication flows horizontally across two parallel academic units without management consent
(C) Response comes from an unexpected ego state, causing communication breakdown or conflict
(D) Both communicating parties agree instantly without engaging in necessary critical discussion

140. Which communication strategy is essential when resolving interpersonal conflict between two department heads in a school?
(A) Taking public sides with the senior department head immediately to maintain supervisory rank
(B) Practicing neutral, objective mediation focused on institutional needs rather than positions
(C) Transferring both department heads to different administrative branches without investigation
(D) Ignoring the interpersonal dispute completely in hopes that it resolves itself spontaneously

141. What is the "Feedback Loop" function in total quality management (TQM) within school administration?
(A) Unidirectional transmission of annual academic results to external press media outlets
(B) Continuous collection, analysis, and application of stakeholder data to drive improvement
(C) Conducting one-time annual general body meetings to fulfill statutory regulatory mandates
(D) Archiving student disciplinary files in locked administrative storage records permanently

142. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Transparent digital communication channels (such as official school portals and e-office) enhance administrative accountability in school systems.
Reason (R): Digital communication creates time-stamped, verifiable audit trails and expands administrative accessibility for all stakeholders.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

Click Here to Buy book on Amazon

143. Which communication technique helps a Principal maintain psychological safety during difficult performance reviews?
(A) Focus on specific behaviors and performance standards rather than character attacks
(B) Inviting other staff members to observe the performance review reprimand publicly in person
(C) Deliberately using highly ambiguous language during the evaluation meeting to avoid conflict
(D) Withholding all performance evaluation data and supervisory rubrics from the staff member

144. What is "Downward Distortion" in school communication hierarchies?
(A) Unauthorized modification of student academic grades by class teachers prior to tabulation
(B) Physical degradation and tearing of printed administrative notice sheets posted outdoors
(C) Acoustic noise and structural disruption generated by students in lower primary grades
(D) Loss of accurate message content and intent as directives filter down through levels

145. How does effective internal communication impact teacher motivation and commitment according to organizational research?
(A) It increases employee burnout by providing excessive administrative information daily
(B) It enhances role clarity, organizational belonging, trust, and goal alignment
(C) It completely eliminates the administrative necessity for professional staff development
(D) It encourages staff members to bypass standard institutional performance evaluation metrics

146. Which of the following represents an effective administrative protocol for handling public relations and external media inquiries regarding a school incident?
(A) Permitting any teacher present at the scene to give spontaneous media interviews to press
(B) Completely refusing to acknowledge media presence under any administrative circumstances
(C) Publishing unverified details and personal opinions on personal social media accounts
(D) Designating a single trained spokesperson who provides verified statements per policy

147. In a school, the Principal notices a growing rift between senior traditional teachers and young computer-literate teachers regarding the adoption of online learning modules. The senior teachers feel intimidated, while younger teachers feel frustrated by slow adoption. To bridge this communication gap, the Principal creates a "Peer-Mentoring Pair Program" where young teachers assist senior colleagues with technology, while senior colleagues mentor younger teachers in classroom management. This managerial intervention primarily uses communication for:
(A) Coercive structural reorganization and mandatory reassignment of teaching staff
(B) Integration, horizontal collaboration, and breaking generational barriers
(C) Formal written disciplinary enforcement under statutory civil service rules
(D) Bureaucratic isolation of dissenting staff members from school operations

148. What is "Selective Distortion" in communication reception?
(A) Technical corruption and degradation of digital audio files during portal transmission
(B) Intentionally destroying government administrative records to avoid official auditing
(C) Editing and reformatting examination question papers prior to final volume printing
(D) Unconsciously altering received information to fit pre-existing attitudes and frameworks

149. In administrative communication, what is meant by the principle of "Timeliness"?
(A) Delivering administrative information continuously 24 hours a day across digital portals
(B) Standardizing all internal departmental meetings to exactly 60 minutes duration strictly
(C) Delaying administrative messages until complete consensus is achieved across the state
(D) Transmitting instructions early enough for receivers to process and execute before deadlines

150. Which of the following synthesizes the ultimate objective of administrative communication for a Head of Institution (Principal)?
(A) Maintaining complete legal immunity from

MCQGPT

administrative appeals and union grievances

(B) Creating a multi-directional information system that aligns vision and empowers staff

(C) Maximizing the quantity of official paperwork and files generated each academic session

(D) Ensuring that all executive decisions originate exclusively from top-level state officers

****

Downloaded from www.pdf.tube

ANSWERS

1. (B) A dynamic, two-way process of sharing meaning and administrative intent to achieve institutional objectives
Educational communication in school management functions as a dynamic, interactive process that extends beyond simple message delivery. It requires mutual exchange, shared interpretation, and collaborative understanding between administrative leadership and staff. Through effective bi-directional interaction, educational goals are articulated clearly, alignment across institutional sub-units is achieved, and administrative decision-making becomes grounded in shared organizational purpose.

2. (A) Coordinating institutional activities and aligning staff effort toward educational goals
Classical management theory emphasizes organizational structure, formal channels, and administrative efficiency. In educational settings, communication serves as the primary mechanism for coordinating diverse instructional and operational activities. By establishing clear administrative directives and procedural guidelines, communication aligns individual employee tasks with institutional objectives, ensuring systematic functioning, operational harmony, and efficient school administration across all organizational levels.

3. (C) The recipient understands it, finds it compatible with organizational purpose and personal interest, and can comply.
Chester Barnard's Acceptance Theory of Authority asserts that administrative authority does not reside solely in formal positions or legal decrees. Instead, authority exists when the receiver comprehends the message, perceives it as consistent with organizational objectives, finds it aligned with personal interests, and possesses the mental and physical capacity to execute the directed action effectively.

4. (D) Integrating sub-units, providing feedback, and enabling coordinated organizational response
Describing communication as the nervous system of an organization highlights its vital role in structural coordination and systemic integration. Just as physiological nerves transmit signals, administrative communication connects disparate operational units, processes internal feedback, monitors institutional performance, and enables prompt, synchronized responses to environmental changes, thereby maintaining operational equilibrium and structural stability across the entire educational institution.

5. (A) Both A and R are true and R is the correct explanation of A
Institutional planning relies inherently on accurate data flow, clear vision articulation, and collaborative goal alignment across all administrative levels. Effective communication provides the essential foundation for strategic leadership by facilitating information exchange, resolving operational ambiguities, and building collective consensus among staff members. Therefore, communication acts as a mandatory prerequisite for successful educational planning and organizational decision-making processes.

6. (B) Two-way communication incorporates a reciprocal feedback loop, whereas one-way communication lacks feedback mechanisms.
The defining distinction between one-way and two-way communication models lies in the presence of reciprocal feedback. One-way communication involves linear message transmission without mechanisms for receiver confirmation. Conversely, two-way communication incorporates active feedback loops, enabling senders to verify understanding, clarify ambiguities, gauge receiver reactions, and adjust administrative directives dynamically to ensure shared comprehension and institutional accuracy.

7. (D) Control and decision-support function
Administrative reports containing summarized learning outcomes and empirical data serve critical control and decision-support functions in school management. By delivering structured performance metrics to executive leadership prior to academic audits, such reports facilitate continuous quality assurance, enable evidence-based administrative evaluation, highlight operational gaps, and assist school heads in

MCQGPT

making informed decisions regarding instructional improvements and institutional compliance.

8. (A) Monitor, Disseminator, and Spokesperson
Henry Mintzberg's managerial role framework categorizes administrative activities into interpersonal, informational, and decisional domains. Within the informational domain, the roles of Monitor, Disseminator, and Spokesperson explicitly position the administrator as an information hub. Monitors collect internal and external data, Disseminators share vital information across organizational units, and Spokespersons communicate official institutional policies and updates to external entities.

9. (C) Sensitivity to non-verbal feedback and interactive communication adjustment
Effective administrative leaders continuously observe audience reactions and adapt their delivery accordingly. By noticing subtle non-verbal cues such as anxiety, whispering, or confusion during staff briefings, an administrator can pause, invite direct feedback, and clarify complex procedures. This interactive sensitivity ensures that administrative messages are properly decoded, anxieties are addressed promptly, and operational alignment is successfully maintained.

10. (A) The physical, social, psychological, and temporal environment of a message
Communication context encompasses the complete environment in which message exchange takes place. This multidimensional context includes physical surroundings, social relationships, psychological mindsets, and temporal factors that influence how messages are encoded, transmitted, and decoded. A thorough understanding of context enables educational administrators to tailor communication strategies appropriately, minimize potential misinterpretations, and foster productive interactions across all institutional levels.

11. (D) Motivational and integration function
Orientation sessions conducted for new staff serve primary motivational and integrative functions within educational organizations. Through such interactions, school leadership instills core institutional values, communicates organizational vision, fosters psychological safety, and enhances staff morale. This communicative process accelerates professional socialization, aligns personal commitment with school goals, and integrates new members seamlessly into the existing administrative and academic culture.

12. (B) I and III only
Communication is fundamental for interdepartmental coordination and reducing uncertainty during structural or pedagogical changes in schools. However, high message frequency alone does not ensure administrative efficiency if the underlying content lacks clarity or precision. Excessive, uncoordinated communication often causes information overload and confusion. True organizational effectiveness requires structured, meaningful, and unambiguous message design rather than sheer volume of transmission.

13. (C) Sender (Encoder)
In linear communication models, the process originates with the sender, who functions as the encoder. The sender conceptualizes the core idea, administrative intent, or strategic objective that needs to be shared. Subsequently, the sender transforms these internal thoughts into structured symbols, words, or gestures suitable for transmission through designated organizational channels to the target administrative audience.

14. (D) Converting thoughts into symbolic forms such as words, signs, or gestures
Encoding is the cognitive and technical process where a sender translates internal thoughts, abstract administrative intent, or specific policy goals into transmissible symbolic representations. These representations may include written text, spoken words, numerical data, or non-verbal gestures. Effective encoding requires selecting appropriate symbols that accurately reflect the intended message and match the receiver's linguistic and operational comprehension capability.

15. (A) Both A and R are true and R is the correct explanation of A
Precise encoding by institutional heads is essential for ensuring accurate operational execution by staff members. When administrative ideas are translated into clear, structured, and unambiguous symbols, the likelihood of misinterpretation is minimized significantly. Clear encoding establishes explicit behavioral expectations, reduces semantic ambiguity, and ensures that staff members receive, interpret,

Click Here to Buy book on Flipkart

maintain high-quality administrative processing efficiency.

32. (A) A teacher failing to listen attentively due to severe migraine or hearing impairment
Physiological noise stems from biological factors or physical discomforts within the human body that impede message transmission or reception. Medical conditions such as severe headaches, bodily fatigue, visual defects, or hearing impairments interfere directly with a person's sensory processing abilities, reducing attention capacity and preventing accurate reception and decoding of administrative statements during meetings.

33. (C) Field of Experience
Wilbur Schramm's communication model emphasizes that effective decoding depends on the degree of overlap between the sender's and receiver's fields of experience. This domain comprises accumulated knowledge, cultural background, operational familiarity, and shared linguistic symbols. Greater overlap between these fields facilitates accurate message interpretation, while minimal overlap increases cognitive distance and leads to communication breakdowns.

34. (B) Communication breaks down due to lack of shared symbols, context, and operational understanding
When there is zero overlap between the fields of experience of an administrator and a new employee, communication degrades rapidly. The lack of common operational vocabulary, shared cultural norms, and mutual institutional context creates severe decoding barriers. Without common perceptual ground, messages are easily misinterpreted, feedback mechanisms become ineffective, and organizational directives fail to achieve compliance.

35. (C) Physical factors like ambient temperature, poor lighting, or traffic noise that hinder concentration
Environmental noise encompasses physical and spatial conditions in the immediate surroundings that disrupt the communication process. Factors such as uncomfortable room temperatures, inadequate lighting, poor acoustics, visual distractions, or external traffic noise create physical strain and divide attention, thereby reducing the clarity of message transmission and impairing participant concentration during educational interactions.

36. (D) Manipulating upward information to make bad news sound favorable to authorities
Filtering functions as a deliberate form of distortion in hierarchical communication networks. It involves the selective manipulation, omission, or alteration of information by subordinates before transmitting reports upward to administrative authorities. Employees often filter negative data, operational failures, or unpopular truths to avoid executive displeasure, presenting an artificially favorable image that compromises managerial decision-making accuracy.

37. (B) Upward filtering driven by fear of negative repercussions (MUM effect)
Suppressing critical audit discrepancies due to fear of administrative reprimand illustrates upward filtering driven by personal anxiety. Subordinates intentionally alter or withhold negative operational facts to protect themselves from official displeasure. This breakdown in upward communication leaves leadership uninformed, leading to inaccurate compliance reporting and exposing the educational institution to serious legal and statutory vulnerabilities.

38. (A) Reluctance to communicate undesirable or bad news to superiors or peers
The MUM Effect (Keeping Mum About Undesirable Messages) describes the psychological tendency of individuals to avoid or delay communicating bad news, operational failures, or unfavorable reports to colleagues and administrative superiors. Driven by fear of negative personal consequences or emotional discomfort, this hesitation leads to information suppression, distorting organizational transparency and delaying necessary administrative interventions.

39. (D) Osgood-Schramm Circular Model
The Osgood-Schramm Circular Model breaks away from linear transmission concepts by portraying communication as a continuous, dynamic, and reciprocal loop. In this model, participating parties act simultaneously as senders, encoders, decoders, and interpreters of messages. By placing equal emphasis on continuous feedback and interpretation, it effectively models non-linear, highly interactive

MCQGPT

in policy implementation across all academic departments.

24. (A) Positive feedback confirms intended receipt; negative feedback prompts corrective action.
In organizational systems, positive feedback acts as reinforcement, confirming that a message has been understood and executed as intended, thereby maintaining operational stability. Conversely, negative feedback highlights deviations between actual performance and institutional standards, serving a corrective function that prompts adjustments, clarifies procedural misunderstandings, and realigns staff actions with established administrative targets and organizational goals.

25. (C) Continuous feedback loops
Cybernetic communication models view organizations as self-regulating systems that rely fundamentally on continuous feedback loops to maintain structural stability and achieve established goals. By continuously monitoring outputs, analyzing performance variations, and feeding operational data back into the system, cybernetic processes enable administrators to implement timely corrective actions, optimize administrative routines, and maintain long-term organizational equilibrium amidst changing external demands.

26. (B) I, II and III only
Communication involves sequential stages where encoding precedes message transmission and decoding follows reception. Noise can interfere at any point, distorting signal accuracy. Incorporating feedback converts linear transmission into a continuous transactional loop. However, choice of communication channel is deeply dependent on administrative context, as situational variables determine the most effective medium for delivering institutional directives efficiently and accurately.

27. (D) Any interference that distorts or impairs accurate message transmission and reception
In communication theory, noise refers to any unwanted disturbance or interference that distorts, alters, or disrupts the clear transmission and accurate reception of a message. Noise can manifest physically, physiologically, psychologically, or semantically at any point along the communication channel, ultimately degrading message fidelity and hindering shared understanding between administrative senders and receivers.

28. (A) Both A and R are true and R is the correct explanation of A
Semantic noise directly reduces institutional compliance by creating linguistic ambiguity and operational confusion. When administrative directives contain overly complex jargon, vague terminology, or abstract phrasing, receivers struggle to decode the precise meaning intended by leadership. Misinterpretation leads to inconsistent execution, operational errors, and decreased compliance, demonstrating that clear, uncorrupted language is vital for effective organizational execution.

29. (C) Personal stress or mistrust toward leadership causing misinterpretation of feedback
Psychological noise originates within the cognitive or emotional state of communicators. Internal factors such as heightened personal stress, anxiety, emotional defensiveness, or deep-seated mistrust toward administrative leadership alter how incoming messages are perceived. These internal psychological filters distort message interpretation, causing receivers to misinterpret neutral directives or constructive supervisory feedback during formal organizational interactions.

MCQGPT

30. (D) Noise Source
The Shannon-Weaver Mathematical Model explicitly introduced the Noise Source concept to explain factors that distort signals as they travel from transmitter to receiver. This inclusion recognized that channel degradation, signal corruption, and external interference inevitably reduce message accuracy, highlighting the technical necessity for redundancy, signal clarity, and verification mechanisms in formal communication systems.

31. (B) Processing noise causing message omission and filtering
Information overload occurs when the volume of incoming administrative data exceeds an individual's cognitive processing capacity. This excessive input creates cognitive processing noise, forcing administrators to omit important details, filter messages selectively, delay critical decision-making, or experience cognitive fatigue. Managing information flow through structured categorization and delegation is essential to

units, horizontal communication improves overall organizational agility and institutional effectiveness.

48. (C) Communication across different departments and hierarchy levels without direct reporting
Diagonal or cross-functional communication occurs when interactions cut across both functional departmental boundaries and traditional hierarchical reporting lines. It connects individuals at different organizational levels who do not share direct supervisory relationships. This communication path bypasses formal vertical channels to accelerate information flow, solve specialized technical problems, and coordinate complex multi-departmental initiatives efficiently.

49. (D) Diagonal (Cross-functional)
Direct interaction between an academic department head and an accounts staff member bypasses direct vertical command lines and crosses functional boundaries. This operational exchange represents diagonal or cross-functional communication. By connecting individuals at different hierarchical levels in distinct administrative branches, it resolves urgent operational issues efficiently without burdening central institutional executive channels unnecessarily.

50. (B) I, II and III only
Downward communication delivers directives and performance standards, while upward communication provides feedback on policy implementation. Lateral communication enhances departmental coordination across peers, though it requires management oversight to prevent bypassing structural authority. Diagonal communication explicitly bypasses traditional scalar pathways to expedite cross-functional problem solving, contradicting the claim that it strictly follows scalar chains.

51. (B) Enable swift horizontal communication between peers while keeping superiors informed
Henri Fayol introduced the "Gang Plank" principle to introduce structural flexibility into rigid scalar chain hierarchies. It permits direct horizontal communication between operational peers in different departments during urgent situations. This mechanism prevents bureaucratic delays caused by strict vertical routing, ensuring swift operational coordination while maintaining organizational integrity by keeping respective immediate superiors fully informed.

52. (D) Multi-directional and cross-functional communication
Establishing inter-departmental coordination meetings involving teaching, facilities, and finance staff enhances multi-directional and cross-functional communication. By bringing together diverse functional personnel across administrative levels, this approach removes structural silos, promotes real-time operational troubleshooting, ensures clear shared goals, and improves systemic efficiency in executing institutional programs across the entire school organization.

53. (B) Administrative Note-Sheet
In formal educational administration, the administrative note-sheet serves as the standard official instrument for internal record-keeping, policy deliberations, and executive approvals. It documents problem statements, detailed historical context, regulatory provisions, financial implications, and sequential administrative recommendations, providing a transparent, permanent, and legal audit trail for all organizational decisions made by school leadership.

54. (A) A formal administrative instruction carrying regulatory compliance and recorded in official records
An Office Order is an official written directive issued by a competent administrative authority to convey binding instructions, employee duties, internal transfers, or policy enforcement details. It carries formal compliance requirements, forms part of the permanent administrative record, and must be strictly implemented by affected personnel under institutional conduct rules and regulations.

55. (C) An OM is used for inter-departmental matters; a Circular conveys instructions to a wide group.
In administrative procedures, an Office Memorandum (OM) is primarily utilized for internal communication, official consultations, and functional information exchange between specific administrative branches or departments. Conversely, a Circular is a general administrative document designed to broadcast standardized instructions, rules, or announcements

Downloaded from www.pdf.tube

interpersonal exchanges within organizational environments.

40. (B) I and III only
Communication noise can occur at encoding, transmission, or decoding stages, impairing overall message accuracy. While physical disruptions represent one form of noise, noise also includes psychological, semantic, and physiological barriers. Introducing planned redundancy into message design, such as using multiple complementary communication channels, counteracts channel noise and ensures that core administrative directives are delivered accurately.

41. (B) Officially sanctioned pathways along which official orders and reports flow
Formal communication channels are officially established and recognized pathways designed by organizational management to transmit official orders, administrative policies, performance reports, and operational guidelines. These structural channels follow the institutional hierarchy, ensure procedural compliance, maintain explicit lines of accountability, and provide accurate documentation required for effective governance within educational institutions.

42. (A) Both A and R are true and R is the correct explanation of A
Downward formal communication is critical for organizational functioning as it carries institutional mandates, operational guidelines, performance expectations, and specific teaching assignments from leadership to staff. This flow follows the formal scalar chain, moving sequentially from higher administrative levels to operational staff, ensuring that organizational goals are systematically distributed and understood across all operational tiers.

43. (A) Risk of message filtering, loss of detail, and employee feelings of exclusion
Over-reliance on strict downward communication creates structural rigidities in school administration. Messages passing through multiple administrative levels risk filtering, factual distortion, and loss of critical context. Furthermore, exclusive top-down command structures suppress employee input, leading to feelings of professional exclusion, reduced staff morale, and diminished commitment toward executing institutional decisions effectively.

44. (D) Providing feedback, progress reports, grievances, and suggestions to leadership
Upward communication provides the primary channel for operational feedback within educational organizations. It allows teaching and support staff to transmit progress reports, operational challenges, administrative grievances, and creative suggestions to leadership. This bottom-up flow provides administrators with essential operational insights, enables continuous performance evaluation, fosters employee involvement, and supports informed executive decision-making.

45. (C) Suggestion boxes, formal feedback forms, and written staff reports to the Principal
Upward communication relies on structured mechanisms designed to receive information from lower organizational levels. Tools such as employee suggestion boxes, standardized feedback questionnaires, and formal progress reports serve as official upward vehicles. They enable staff to communicate operational observations, administrative concerns, and innovative ideas directly to executive leadership in an organized, traceable manner.

46. (D) Peer information exchange across equal hierarchical levels in different units
Horizontal or lateral communication involves the exchange of operational information, instructional ideas, and administrative data between peers occupying equivalent hierarchical positions across different functional departments. This lateral dialogue facilitates cross-departmental alignment, accelerates joint problem-solving, enhances curriculum integration, and reduces operational bottlenecks without requiring continuous top-level administrative intervention.

47. (B) It facilitates peer coordination between department heads and enables interdisciplinary integration
Horizontal communication is vital in school management because it enables direct coordination among peer department heads and educators. It breaks down organizational silos, promotes interdisciplinary curriculum design, streamlines resource sharing, and fosters collaborative problem-solving. By facilitating smooth operational alignment across functional

MCQGPT

statements; it frequently contains accurate underlying facts and holds considerable diagnostic value for leadership.

65. (A) Release authentic, transparent, and complete official information through formal channels
The most effective administrative strategy to eliminate destructive rumors in an educational institution is releasing transparent, complete, and authentic official information through formal communication channels. Providing factual clarity removes the ambiguity that feeds informal speculation, corrects distorted perceptions, restores staff trust, and reinforces leadership credibility across all school departments.

66. (D) High importance of the subject combined with high ambiguity or lack of clear information
According to classical rumor theory, rumor transmission expands exponentially when an issue carries high importance to employees but official information remains ambiguous or absent. When staff members face uncertainty regarding critical personal or professional outcomes, they rely on informal speculation to fill information gaps, causing unverified rumors to spread rapidly through the grapevine.

67. (D) Transparency, evidence-based communication, and proactive information sharing
Presenting standardized computerized allocation criteria openly in an all-staff meeting exemplifies transparent, evidence-based communication. By displaying objective facts and inviting direct verification from departmental representatives, leadership dismantles unverified rumors, eliminates perceptions of administrative favoritism, rebuilds organizational trust, and successfully neutralizes informal grapevine distortions through clear, proactive institutional openness.

68. (A) Serving as a rapid feedback mechanism and providing emotional catharsis for employees
Informal communication provides significant organizational benefits when managed constructively. It functions as a rapid sensory mechanism that alerts leaders to emerging staff concerns, workplace climate shifts, and operational problems. Additionally, informal social channels afford employees emotional catharsis, allowing them to release work-related stress, build peer solidarity, and maintain psychological well-being.

69. (C) Lack of official accountability, high rate of distortion, and inability to establish liability
Relying on informal communication for operational decisions poses major organizational risks due to the absence of official accountability and permanent records. Unofficial messages suffer high rates of distortion and selective alteration as they spread. Consequently, management cannot establish clear administrative liability or legal compliance when operational failures occur from unverified verbal reports.

70. (D) Role ambiguity, operational confusion, and lack of accountability
Transmitting administrative decisions exclusively through informal chatter creates severe operational defects. Employees lack explicit guidance, documented authority, and precise performance metrics, resulting in widespread role ambiguity and confusion. Furthermore, the absence of written administrative records makes it impossible to assign legal responsibility, maintain compliance standards, or enforce structural accountability across departments.

71. (D) Distortions arising from language differences, jargon, and ambiguous vocabulary
Semantic barriers refer to communication obstacles caused by linguistic variations, complex technical jargon, ambiguous words, or poorly structured phrasing. These obstacles distort message meaning during encoding or decoding, preventing receivers from accurately comprehending the sender's administrative intent and leading to operational misunderstandings and varied interpretations within institutional environments.

72. (A) Using specialized academic terms that primary teachers interpret differently from intended meaning
Using complex academic terminology or specialized pedagogical jargon that staff members interpret differently directly illustrates a semantic barrier. When administrators use abstract terms without defining them clearly within the operational context, receivers assign alternative meanings based on their individual backgrounds, producing cognitive misalignment and inconsistent implementation of educational policies.

Click Here to Buy book on Amazon

simultaneously to a broad target audience across the organization.

56. (B) Unofficial, spontaneous social communication networks emerging from personal relationships
Informal communication, commonly termed the grapevine, consists of spontaneous, unofficial information networks that develop naturally through social relationships and personal interactions among organization members. Operating independently of designated scalar hierarchies and formal authority structures, it carries personal chatter, unverified news, social support, and informal commentary across all institutional departments.

57. (D) It moves with extreme speed but is susceptible to distortion and rumor
Grapevine communication is characterized by rapid information transmission across organizational boundaries, unconstrained by formal administrative channels. However, because it relies on word-of-mouth distribution and lacks official verification mechanisms, grapevine content is highly vulnerable to distortion, exaggeration, selective filtering, and rumor generation, often producing inaccurate operational perceptions among employees.

58. (A) Both A and R are true and R is the correct explanation of A
Rather than attempting to eradicate grapevine communication, school administrators should monitor and constructively integrate it. The grapevine represents a natural social phenomenon within human organizations that serves as a diagnostic tool. It provides leaders with early indicators regarding employee morale, psychological safety, operational anxieties, and organizational climate, allowing proactive administrative action.

59. (A) Cluster Chain
In Keith Davis's classification of grapevine patterns, the Cluster Chain involves key individuals passing information to a selected group of trusted colleagues. Some members of this receiving group then forward the message to another selected cluster. This pattern is the most prevailing informal communication structure observed in formal educational and business organizations.

60. (A) One central person non-selectively communicates information to everyone else in the group
The Gossip Chain pattern is characterized by a central individual who actively distributes informal information to everyone else within the social group. The central figure acts as an information hub, broadcasting news or rumors indiscriminately to all accessible peers regardless of organizational role or functional relationship within the institution.

61. (A) Information flows in a straight linear sequence from person 1 to person 2, person 2 to 3, and so on
A Single Strand Chain in informal communication consists of a sequential, linear transmission path where information moves directly from one person to another in a single line. As the message passes through successive individuals, cumulative filtering and memory decay occur, making this long sequential structure prone to progressive message distortion.

MCQGPT

62. (D) Probability Chain
The Probability Chain operates as an unpredictable informal network where information is transmitted randomly between individuals. Communicators share information without following specific group structures, personal selectivity, or operational priorities. Message distribution occurs purely by chance, depending on who happens to encounter another colleague at a given moment within the workplace.

63. (C) Cluster Chain
Organizational research demonstrates that the Cluster Chain is the most dominant grapevine pattern in formal organizations. It relies on specific influential individuals, known as liaison agents or gatekeepers, who filter and disseminate informal information to selected peer groups. This selective distribution mechanism aligns closely with natural social networks and working relationships in institutions.

64. (A) I and II only
The cluster grapevine pattern relies on key liaison individuals who disseminate information to selected peer groups, and informal channels flourish under high organizational ambiguity, stress, or lack of official information. However, the grapevine is not entirely composed of false

81. (D) Source credibility bias based on employee status
Dismissing an valuable proposal based on the presenter's employment status illustrates source credibility bias. When administrators judge messages by the hierarchical rank, temporary status, or formal authority of the sender rather than evaluating the factual validity and logic of the content, critical operational insights are lost, hindering innovation and staff engagement.

82. (A) Defensive listening triggered by perceived threat to self-image
Reacting with emotional hostility to constructive professional feedback demonstrates defensive listening. When individuals perceive performance evaluation as a personal threat to their professional self-image, cognitive defensiveness is triggered. This reaction prevents objective message processing, obscures underlying instructional data, and hinders personal professional growth within the educational management framework.

83. (C) Forming a reaction before the sender has fully conveyed their complete statement
Premature evaluation is a psychological barrier where a listener forms a definitive judgment, reaction, or response before the speaker completes their message. Interrupting cognitive processing with early assumptions prevents full reception of details, distorts contextual understanding, and often leads to erroneous conclusions and defensive interactions during administrative discussions.

84. (D) Subordinates modifying negative information before passing it upward to authorities
Psychological filtering occurs when subordinates intentionally or unconsciously alter, condense, or soften negative information before transmitting reports upward to organizational superiors. Driven by fear of criticism, desire for approval, or anxiety over negative reactions, employees alter operational facts, presenting an unrealistically favorable picture that obscures critical administrative problems from leadership.

85. (D) Cognitive fatigue, message omission, delayed responses, and lower decision quality
Information overload negatively impacts administrative efficiency by exceeding human cognitive processing limits. When educational leaders are flooded with excessive messages, circulars, and data, they experience severe cognitive fatigue. This state leads to systematic message omission, delayed operational responses, poor priority management, and degraded administrative decision quality across school management functions.

86. (B) Excessive hierarchy, rigid rules, status differences, and inadequate channels
Organizational barriers stem from structural flaws, institutional policies, and formal operational arrangements within an administrative system. Factors such as overly tall hierarchical structures, rigid administrative rules, wide status differentials between ranks, and poorly designed communication channels obstruct the free, timely, and accurate flow of operational information throughout the educational institution.

87. (C) Messages passing through scalar levels experience delay, distortion, and loss of context
Tall, rigid organizational hierarchies impede communication by creating lengthy, complex transmission chains. As administrative directives or staff reports filter through multiple supervisory layers, messages suffer procedural delays, factual distortion, selective filtering, and loss of critical contextual nuances, ultimately leading to administrative inefficiency and operational misalignment across school departments.

88. (D) Channel ambiguity and systemic administrative communication breakdown
The absence of designated focal points and clear administrative pathways for handling public concerns creates severe channel ambiguity. Stakeholders experience confusion regarding where and how to submit grievances, resulting in systemic communication breakdowns, delayed administrative responses, heightened external frustration, and damaged institutional reputation within the broader school community.

89. (A) I and II only
Rigid status relationships discourage subordinates from initiating upward communication due to fear and formal distance, while physical separation across multi-campus facilities acts as a structural-physical barrier. Conversely, flat organizational structures shorten communication chains, reducing message delay and distortion rather than lengthening them, making the third statement incorrect.

Downloaded from www.pdf.tube

73. (B) Sender and receiver attaching completely different meanings to the exact same word or phrase
Bypassed communication is a specific semantic error that occurs when the sender and receiver attach completely different meanings to the exact same word or phrase. Although both parties assume they share a common understanding during the exchange, their underlying definitions diverge, leading to operational confusion, incorrect actions, and administrative misalignment.

74. (D) Misinterpreting pedagogical terms during translation, altering administrative intent
Faulty translation functions as a semantic barrier when educational policies are rendered accurately in form but inaccurately in conceptual meaning. Misinterpreting technical pedagogical terms during language translation alters the underlying administrative intent. Consequently, local teaching staff receive distorted instructions, leading to non-compliant execution and compromised instructional quality across regional educational facilities.

75. (A) Both A and R are true and R is the correct explanation of A
Specialized jargon creates cognitive communication barriers for personnel and parents who lack technical training. Technical terminology functions as an exclusive code requiring specific domain knowledge for proper decoding. When educational leaders use complex jargon without explanation, non-specialist stakeholders misinterpret administrative goals, experience feelings of exclusion, and struggle to execute institutional policies correctly.

76. (B) Emotional states, personal perceptions, and psychological filters of communicators
Psychological barriers are rooted in the internal emotional states, personal attitudes, cognitive biases, and perceptual filters of the communicators. Factors such as anxiety, workplace stress, interpersonal mistrust, defensive attitudes, and cognitive overload shape how individuals process incoming messages, frequently causing distortion, misinterpretation, or active resistance to administrative directives in schools.

77. (D) Interpreting messages based on existing expectations while ignoring contrary information
Selective perception is a psychological cognitive filter where individuals screen and interpret incoming information based on pre-existing beliefs, personal attitudes, and expectations. Receivers focus on aspects of administrative messages that align with their preconceived notions while ignoring or reinterpreting conflicting evidence, ultimately distorting the objective meaning intended by educational leadership.

78. (B) I, II and IV only
Psychological barriers significantly influence communication accuracy. The Halo Effect causes message evaluations based on sender impression rather than content, cognitive dissonance leads individuals to reject belief-conflicting data, and defensive climates induce self-protective communication behaviors. However, stereotyping introduces cognitive bias and overgeneralized assumptions, thereby hindering objective evaluation of staff communications.

79. (B) Communication becomes guarded, highly formal, and focused on self-protection rather than problem-solving
A defensive climate severely hinders educational communication by creating an atmosphere of fear, evaluation, and mistrust. In such environments, staff members adopt guarded, highly formal, and cautious communication patterns designed primarily for self-protection. Open dialogue, creative risk-taking, and honest reporting disappear, preventing effective collaborative problem-solving between teachers and institutional leaders.

80. (A) Problem orientation and empathy
Jack Gibb's communication theory identifies problem orientation and empathy as core characteristics of a supportive organizational climate. Problem orientation focuses on collaboratively resolving institutional issues without placing personal blame, while empathy demonstrates genuine concern for staff perspectives. Together, these behaviors reduce defensiveness, build mutual trust, and foster open, constructive dialogue within educational institutions.

MCQGPT

and execute organizational directives exactly as intended by leadership.

16. (B) The physical product or structured content formulated to convey meaning
In organizational communication theory, the message represents the actual physical product or structured content generated by the sender to express operational intent. It contains coded symbols, verbal expressions, written directives, or visual indicators that embody the sender's meaning. The message serves as the core carrier of information that travels across communication channels from the source to the receiver.

17. (C) Face-to-face personal dialogue supplemented by confidential written documentation
Sensitive administrative matters such as performance appraisals necessitate communication channels that combine high media richness with formal documentation. Direct face-to-face dialogue provides immediate feedback, non-verbal clarity, and personal empathy, allowing administrators to handle delicate professional discussions constructively. Supplementing verbal interaction with confidential written records ensures administrative accountability, explicit documentation, legal compliance, and clear record-keeping within institutional guidelines.

18. (A) Communication skills, attitudes, knowledge, social system, and culture
David Berlo's SMCR model identifies four fundamental components: Source, Message, Channel, and Receiver. Within the Source component, specific internal factors dictate message formulation, including the sender's communication skills, attitudes toward self and others, domain knowledge, cultural background, and position within the social system. These source characteristics fundamentally shape how administrative ideas are structured and encoded prior to transmission.

19. (C) Target individual or group who receives, decodes, and interprets the message
The receiver is the intended target individual or group responsible for accepting, decoding, and interpreting incoming communication signals. Upon receiving coded messages through designated media channels, the receiver applies individual perceptual frameworks, cognitive skills, and background knowledge to convert received symbols back into meaningful concepts, ultimately determining how administrative directives will be understood and operationalized within the institution.

20. (D) Decoding
Decoding is the essential psychological and cognitive stage in the communication process where the receiver converts incoming symbols, written words, or visual signals back into meaningful mental concepts. This process allows the receiver to interpret the sender's original message, derive operational meaning, and determine appropriate responses or compliance actions required within the school's administrative framework.

21. (C) Differing frames of reference, background knowledge, or assumptions between parties
Decoding errors occur primarily when senders and receivers possess contrasting frames of reference, varying levels of background knowledge, or conflicting personal assumptions. These perceptual gaps lead receivers to assign meanings to messages that differ from the sender's original intent. To mitigate decoding errors, educational leaders must align administrative terminology with the receiver's context and ensure clear, accessible communication formats.

22. (B) The receiver's response transmitted back to the sender, indicating understanding
Feedback is the vital element that transforms linear communication into an interactive, reciprocal exchange. It comprises the receiver's verbal, non-verbal, or written response transmitted back to the sender, indicating whether the original message was received, understood, or requires further clarification. Feedback enables administrative senders to assess communication accuracy, adjust operational directives, and correct misinterpretations promptly.

23. (D) Timely feedback loop and decoding verification
The failure to identify outdated instructional practices indicates the absence of an effective feedback loop and decoding verification stage. Merely distributing policy circulars does not ensure administrative compliance. Leadership must establish reciprocal feedback mechanisms to confirm that staff members have correctly decoded complex guidelines, thereby preventing operational errors and maintaining consistency

Click Here to Buy book on Flipkart

90. (A) Power Distance Barrier / Status Distancing
Power distance barrier or status distancing occurs when significant formal rank differentials create psychological and social separation between organizational leaders and lower-level staff. This hierarchy-driven gap generates anxiety among subordinates, suppresses spontaneous upward communication, discourages honest operational feedback, and isolates executive management from critical ground-level administrative realities.

91. (B) Architectural separation of rooms, poor lighting, bad acoustics, and faulty equipment
Physical barriers to communication are tangible, environmental, or mechanical factors within the physical workspace that obstruct signal transmission. Architectural isolation, poor classroom acoustic design, inadequate lighting, excessive spatial distances between offices, and malfunctioning communication hardware disrupt message delivery, impairing effective administrative and instructional interactions in schools.

92. (A) Both A and R are true and R is the correct explanation of A
Inadequate acoustic engineering in large educational spaces functions as a major physical communication barrier. Excessive sound reverberation, echo generation, and background environmental noise degrade acoustic signal clarity. This physical degradation impedes the accurate transmission of sound waves from speaker to listener, causing auditory fatigue and disrupting instructional delivery during school assemblies.

93. (B) Geographical separation and conflicting schedules limiting real-time direct interaction
Time and distance barriers arise from geographical separation and unsynchronized work schedules among organizational members. When staff are physically dispersed across multiple campuses or operate on conflicting operational timetables, real-time face-to-face interaction is severely constrained, leading to delayed information exchange, coordination bottlenecks, and heavy reliance on asynchronous media.

94. (D) Technical-physical barrier interfering with channel transmission
Technological breakdowns, such as e-office server outages, network disruptions, or software failures, represent technical-physical barriers. These hardware and infrastructure disruptions halt digital communication channels, preventing the transmission, processing, and retrieval of administrative data, thereby interrupting routine operational workflows and administrative decision-making processes across the school system.

95. (A) Misinterpretation of non-verbal cues or idioms stemming from cultural diversity
Cultural barriers arise in diverse educational environments when differing cultural backgrounds lead to contrasting interpretations of words, non-verbal gestures, body language, or social idioms. Unexamined cultural assumptions cause misinterpretation of behavioral cues, generating misunderstandings, social discomfort, and communication friction between administrative staff, teachers, students, and parents.

96. (B) Judging other cultural groups relative to one's own cultural standards, causing bias
Ethnocentrism is the subconscious or conscious tendency to view one's own cultural group as the superior baseline, evaluating other cultural groups relative to these personal standards. In educational management, ethnocentrism produces perceptual bias, stereotyping, and misinterpretation of staff or student behaviors, thereby impeding effective cross-cultural communication and inclusive governance.

97. (D) The perception, structuring, and use of personal space and physical distance
Proxemics is the scientific study of how humans perceive, structure, and utilize physical space and interpersonal distance during communication. Spatial arrangements, seating patterns, and physical proximity convey implicit messages regarding power, status, formality, and authority, significantly influencing relational dynamics between administrators, teachers, and parents in school settings.

98. (A) Non-verbal cross-cultural communication norms (kinesics and context)
Misinterpreting a lack of direct eye contact as disrespect illustrates a failure to recognize non-verbal cross-cultural norms. In specific cultural contexts, avoiding eye contact with authority figures represents deference and respect rather than dishonesty. Effective educational leaders must understand cultural kinesics to evaluate

Downloaded from www.pdf.tube

non-verbal behaviors accurately and avoid false interpersonal assumptions.

99. (B) Body language, gestures, posture, and facial expressions
Kinesics is the study of non-verbal communication conveyed through body movement, physical gestures, posture, facial expressions, and eye behavior. These subtle non-verbal signals convey emotional states, attitudes, and level of engagement, either reinforcing or contradicting accompanying spoken messages during administrative and instructional interactions in educational institutions.

100. (B) Vocal tone, pitch, volume, speech speed, inflections, and pauses
Paralanguage, or vocalics, encompasses the non-verbal auditory elements accompanying spoken language. It includes vocal pitch, volume, speech rate, intonation, emphasis, silence, and vocal pauses. These vocal cues modify the meaning of verbal statements, communicating underlying emotions, urgency, authority, and confidence during managerial communication in educational institutions.

101. (D) The study of how time is structured, valued, and used to communicate status
Chronemics is the study of how time is structured, conceptualized, valued, and utilized as a non-verbal communication element within organizations. Punctuality, response speed to messages, scheduling priorities, and time allocation convey implicit administrative messages regarding power, organizational status, professional respect, and institutional values in educational management.

102. (A) Using clear, precise language, eliminating unnecessary jargon, and seeking explicit feedback
To overcome semantic barriers effectively, educational leaders must employ simple, precise, and unambiguous language while systematically avoiding technical jargon. Furthermore, incorporating active feedback mechanisms allows administrators to verify that staff members have decoded directives correctly, thereby ensuring operational alignment, preventing misinterpretation, and enhancing overall organizational clarity.

103. (C) Fostering a supportive climate, showing empathy, and addressing staff anxieties
Overcoming psychological barriers during organizational change requires establishing a supportive communication climate. School leaders must demonstrate genuine empathy, actively listen to employee concerns, provide transparent information, and address anxieties directly. Fostering psychological safety reduces emotional defensiveness, builds mutual trust, and encourages positive staff commitment toward institutional reforms.

104. (B) I, II and III only
Flattening organizational hierarchies shortens scalar paths, establishing multi-directional channels ensures holistic information flow, and using channel redundancy guarantees message delivery. However, suppressing upward feedback insulates management from operational realities, increases blind spots, and damages organizational effectiveness, making the fourth strategy invalid for overcoming communication barriers.

MCQGPT

105. (D) Transmitting the core message through multiple complementary channels to ensure delivery
Channel redundancy involves transmitting the same central administrative message through multiple complementary channels, such as combining written circulars with verbal briefings and digital posts. This strategy counteracts channel noise, reinforces key expectations, ensures message delivery across diverse target groups, and minimizes the risk of operational misunderstandings in complex institutions.

106. (D) Face-to-face interaction
According to Media Richness Theory, face-to-face interaction possesses the highest level of media richness. It provides immediate multi-channel sensory cues, including facial expressions, body language, and vocal tone, while enabling instant two-way feedback and personalized language customization, making it optimal for communicating complex, sensitive, or ambiguous administrative topics.

107. (C) High-richness media such as face-to-face meetings or direct interactive discussions
Media Richness Theory asserts that complex, ambiguous, or emotionally sensitive administrative issues should be addressed using high-richness media like face-to-face interactions.

Rich channels provide immediate feedback, enable dynamic clarification, incorporate emotional and non-verbal cues, and facilitate mutual understanding, thereby reducing defensiveness and resolving ambiguity during challenging institutional circumstances.

108. (A) Both A and R are true and R is the correct explanation of A
Routine administrative announcements are handled most efficiently through low-richness media such as written memos, official circulars, or bulk email broadcasts. These channels are cost-effective, precise, and provide permanent documentation. Because routine messages involve low ambiguity, low-richness media communicate straightforward data effectively without wasting organizational time on unnecessary meetings.

109. (D) Fully attending to, understanding, reflecting, and responding thoughtfully to a message
Active listening is a structured communication skill requiring full mental engagement, empathetic attention, reflection, and thoughtful response. The active listener focuses entirely on the speaker's verbal and non-verbal signals, seeks to comprehend underlying intent, paraphrases key points to confirm understanding, and responds without immediate judgment or premature interruption.

110. (B) Maintaining eye contact, paraphrasing concerns, and asking clarifying questions
Maintaining steady eye contact, paraphrasing expressed concerns, and asking open clarifying questions are definitive behavioral indicators of active listening. These non-verbal and verbal actions demonstrate undivided attention, validate the speaker's perspective, ensure accurate message decoding, and establish a constructive atmosphere during administrative interactions with parents and stakeholders.

111. (C) Restating the essence of the message in one's own words to confirm correct understanding
Paraphrasing is an active listening technique where the listener restates the core ideas and emotional tone of the speaker's message using their own words. This process verifies accurate understanding, demonstrates genuine empathy, clarifies hidden assumptions, and allows the speaker to correct any misinterpretations before advancing the administrative dialogue.

112. (D) Hearing is passive physiological reception, whereas listening is active interpretation of sound
Hearing is a passive physiological process involving the automatic biological reception of sound waves by the ear. In contrast, listening is an active, high-level cognitive process that requires conscious physical attention, message decoding, contextual interpretation, and critical evaluation of sound signals to construct meaningful understanding during administrative interactions.

113. (B) Empathic reflection and paraphrasing to validate understanding
Restating the employee's concerns accurately in neutral language demonstrates empathic reflection and paraphrasing. By summarizing both the factual workload burden and associated emotional feelings without immediate judgment, the administrator validates the teacher's experience, lowers emotional defensiveness, confirms accurate understanding, and establishes a supportive foundation for joint problem-solving.

114. (D) Pre-judging / Selective Filtering
Pre-judging and selective filtering represent psychological communication barriers rather than valid stages in active listening. The classic active listening model comprises sensing sound inputs, interpreting message intent, evaluating underlying logic, and providing constructive responses. Premature judgment distorts incoming information and prevents accurate message reception during administrative communication.

115. (D) It builds trust, enhances psychological safety, and improves management decisions
Active listening by school leadership significantly enhances institutional climate by cultivating mutual trust and establishing high psychological safety. When administrators listen attentively to staff inputs and grievances, employees feel valued and respected. This supportive environment encourages open feedback, reduces workplace anxiety, and enriches executive decision-making with vital operational insights.

116. (D) Listening to understand the speaker's frame of reference without immediate evaluation
Empathic listening requires setting aside personal judgments to fully comprehend a speaker's emotional state, perspective, and internal frame of reference. The listener focuses

Click Here to Buy book on Amazon

17. Which facial expression cue by an administrator is most universally associated with disapproval or skepticism during a staff briefing?
(A) A sustained gentle smile accompanied by completely relaxed eyebrows and soft gaze
(B) Furrowed brows accompanied by compressed lips
(C) Raised eyebrows combined with a slight approving nod during the ongoing presentation
(D) Direct supportive eye contact maintained alongside an open, welcoming physical posture

18. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective educational leaders consciously align their non-verbal body language with their spoken messages.
Reason (R): When verbal and non-verbal messages contradict each other, subordinates tend to trust the non-verbal cues over the verbal message.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. A Principal who continually checks emails on a mobile device while a parent is expressing concern about student safety is conveying a non-verbal message of:
(A) High administrative efficiency, modern operational speed, and multi-tasking competency
(B) Full structural compliance with departmental digital governance mandates and policies
(C) Unavailability, indifference, and lack of empathy
(D) Strict professional adherence to time-bound public grievance resolution protocols

20. Haptics as a non-verbal cue in educational institutions refers to communication through:
(A) The physical arrangement of office desks and seating layouts in the school staff room
(B) Vocal pitch variations, tone modulations, and volume changes during morning assembly
(C) The visual design, dress code regulations, and color choices of official school uniforms
(D) Physical touch, such as a professional handshake or a supportive pat on the shoulder

21. Why are non-verbal cues considered vital for transformational school leadership?
(A) They completely substitute the need for written policy documents and institutional statutory rules
(B) They reinforce trust, build emotional resonance, and establish personal authenticity
(C) They eliminate the necessity of conducting formal School Management Committee meetings
(D) They guarantee total immunity from legal challenges in administrative disputes

22. In cross-cultural school environments, which precaution must an administrator take regarding non-verbal cues?
(A) Recognize that specific gestures and spatial comfort zones vary across cultural backgrounds
(B) Standardize all physical body language movements across all institutional staff members by issuing a formal administrative order
(C) Cease utilizing non-verbal behavioral cues entirely during all official workplace communications and administrative meetings
(D) Replace all direct face-to-face personal interactions with formal, archived written memorandums and circulars

MCQGPT

23. An administrator who maintains an open seating arrangement without a massive barrier desk during parent-teacher interactions is utilizing proxemics to foster:
(A) Bureaucratic social distance, executive authority, and institutional power dominance
(B) Collaborative partnership and reduced interpersonal defensiveness
(C) Formal legal compliance with established statutory civil service administrative codes
(D) Rapid procedural termination of routine, non-essential administrative staff meetings

24. A Principal noticed that during a crisis management meeting, their calm posture, steady vocal tone, and composed facial expressions helped reduce staff panic. This demonstrates the leadership function of non-verbal:

minimizes staff defensiveness, upholds institutional accountability, preserves workplace trust, and maintains high professional standards across all educational operations.

126. (B) Indirect resistance, subtle sarcasm, and surface compliance masking resentment
Passive-aggressive communication within educational teams presents surface-level agreement and compliance while expressing underlying hostility, subtle sarcasm, intentional delays, or indirect operational obstruction. This covertly uncooperative behavior erodes team trust, undermines organizational alignment, creates hidden interpersonal conflict, and hinders productive administrative problem-solving without engaging in direct dialogue.

127. (B) Speed, absolute accuracy, and consistent single-point messaging
Managing crisis communication during institutional emergencies requires adhering strictly to speed, absolute factual accuracy, and single-point messaging. Prompt information distribution prevents rumor growth, verifiable factual content ensures stakeholder trust, and centralized communication eliminates contradictory statements, thereby protecting student safety, maintaining operational order, and preserving institutional credibility.

128. (D) Completeness, Conciseness, Consideration, Concreteness, Courtesy, Clearness, Correctness
The "7 Cs" framework provides essential foundational guidelines for effective administrative communication: Completeness (all necessary facts), Conciseness (efficient phrasing), Consideration (audience mindset), Concreteness (specific data), Courtesy (polite respect), Clearness (unambiguous language), and Correctness (factual and grammatical accuracy). Applying these principles systematically ensures high message fidelity and operational effectiveness.

129. (B) Stepping into the audience's shoes and understanding their background and mindset ("You-attitude")
Consideration in the "7 Cs" framework requires communicators to adopt a "You-attitude," stepping into the recipient's shoes to understand their background, emotions, and perspective. Educational leaders who apply consideration design directives that address staff needs and anticipate potential concerns, thereby fostering goodwill, reducing resistance, and improving policy adoption.

130. (B) Presenting clear, specific, factual, and data-backed information
Concreteness in administrative communication means delivering clear, explicit, and data-backed statements rather than vague generalizations or abstract theories. Using specific facts, verified figures, and clearly defined operational parameters reduces ambiguity, prevents misinterpretation, and provides employees with the precise actionable clarity required for successful policy execution.

131. (A) Strategic communication blending rich media, clarity, and feedback
Conducting small focus group discussions, utilizing concrete instructional rubrics, and demonstrating empathy exemplifies strategic communication. By combining rich interactive media with factual clarity and open feedback mechanisms, leadership addresses professional anxieties, lowers union resistance, clarifies administrative intent, and successfully aligns teaching staff with institutional reform goals.

132. (D) Influencing attitudes and behaviors to voluntarily align with the school's vision
Persuasive communication in educational leadership focuses on ethically influencing staff attitudes, values, and operational behaviors. Rather than relying on coercive power or rigid positional authority, persuasive leaders use logical reasoning, shared vision, and personal credibility to inspire voluntary commitment, effectively aligning individual staff efforts with overarching institutional goals.

133. (B) Moral character, credibility, trustworthiness, and authority of the speaker
In Aristotle's classical rhetorical framework, Ethos represents the speaker's moral character, personal credibility, perceived trustworthiness, and recognized authority. Educational leaders establish Ethos through consistent ethical behavior, professional domain competence, and authentic commitment. High Ethos inspires strong stakeholder trust and enhances the persuasiveness of administrative directives across the institution.

Downloaded from www.pdf.tube

CHAPTER 14

Communication Types

MCQGPT

1. In administrative theory, verbal communication is fundamentally defined as the transmission of messages through:
(A) Visual symbols, spatial arrangements, and non-verbal graphical cues
(B) Words expressed through either oral utterance or written script
(C) Non-vocal body movements, facial expressions, and physical gestures
(D) Formal institutional hierarchies and organizational structural paths

2. Which of the following forms of communication is categorized as oral verbal communication within a school administrative setup?
(A) Addressing teachers during a morning staff briefing
(B) Circulation of the annual school budget gazette
(C) Display of duty rosters on the staff room notice board
(D) Issuing a formal show-cause notice under Rule 67

3. In the context of educational management, which scenario represents written verbal communication?
(A) A Vice-Principal nodding continuously during an administrative curriculum review meeting
(B) A Principal maintaining non-verbal silence during a senior teacher's oral explanation
(C) An official office memorandum issuing examination directions
(D) A teacher raising a hand to seek permission to speak in a workshop session

4. Which feature is an inherent characteristic of verbal communication in institutional management?
(A) Complete reliance on paralanguage and kinesics
(B) Inability to be recorded or archived for administrative audit
(C) Total independence from cultural and contextual decoding
(D) Structured symbolic encoding using explicit linguistic rules

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Verbal communication provides the legal and procedural foundation for official accountability in school administration.
Reason (R): Written forms of verbal communication create documented administrative records that can be audited and produced in disciplinary proceedings.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. A Head of School issuing a bilingual circular regarding winter vacation dates to parents is utilizing which primary form of communication?
(A) Non-verbal symbolic communication
(B) Verbal written communication
(C) Informal grapevine communication
(D) Kinesic paralanguage communication

7. Non-verbal communication in organizational behavior is best defined as:
(A) The formal exchange of official administrative information through unofficial written memos and notes
(B) The secure digital transmission of official educational records through integrated school web portals
(C) The structured policy debate between administrative management staff and senior teaching personnel
(D) The transmission of messages without using spoken or written words

8. Which of the following is classified as a primary modality of non-verbal communication?

143. (A) Focus on specific behaviors and performance standards rather than character attacks
Maintaining psychological safety during performance reviews requires focusing objectively on specific, observable behaviors and established professional performance standards rather than making personal character attacks. Objective feedback framed around explicit administrative rubrics reduces emotional defensiveness, protects employee dignity, and encourages staff members to accept constructive evaluation and growth opportunities.

144. (D) Loss of accurate message content and intent as directives filter down through levels
Downward distortion refers to the gradual loss of accurate message content, specific detail, and contextual intent as administrative directives filter down through multiple hierarchical levels. Long scalar chains increase selective filtering, misinterpretation, and omission, resulting in lower-level operational staff receiving altered instructions that diverge from executive leadership's original plan.

145. (B) It enhances role clarity, organizational belonging, trust, and goal alignment
Effective internal communication directly boosts teacher motivation and institutional commitment by establishing clear operational roles, providing transparent expectations, and recognizing professional contributions. Regular, open communication fosters psychological safety, builds strong organizational belonging, reduces workplace uncertainty, and aligns individual teaching efforts with the school's strategic educational vision.

146. (D) Designating a single trained spokesperson who provides verified statements per policy
Managing external public relations during critical school incidents requires designating a single trained spokesperson to deliver verified, consistent statements per official media protocols. Centralizing external communication prevents public speculation, eliminates conflicting reports from unverified sources, protects individual privacy rights, and ensures accurate representation of facts to external media outlets.

147. (B) Integration, horizontal collaboration, and breaking generational barriers
Implementing a peer-mentoring program between senior educators and tech-savvy junior teachers leverages communication for organizational integration and horizontal collaboration. By establishing mutual learning relationships, this managerial initiative breaks down generational divides, reduces instructional anxiety, leverages complementary professional strengths, and fosters an inclusive, collaborative workplace culture across departments.

148. (D) Unconsciously altering received information to fit pre-existing attitudes and frameworks
Selective distortion is a cognitive perceptual bias where receivers unconsciously modify, reinterpret, or alter incoming information so that it aligns with their pre-existing beliefs, personal attitudes, or expectations. This psychological filtering alters the objective meaning of administrative messages, producing misalignments between sender intent and receiver comprehension.

149. (D) Transmitting instructions early enough for receivers to process and execute before deadlines
Timeliness in administrative communication dictates that information and operational directives must be delivered early enough for receivers to process, plan, and execute actions before specified deadlines. Timely communication prevents operational rushing, reduces employee anxiety, allows adequate period for clarification, and ensures high-quality execution of institutional programs.

150. (B) Creating a multi-directional information system that aligns vision and empowers staff
The ultimate goal of administrative communication for a school head is establishing a robust multi-directional information system that aligns institutional vision with daily operational efforts. Effective communication integrates upward, downward, and lateral pathways, fostering transparency, empowering staff members, enhancing collaborative decision-making, and driving continuous school improvement across all academic departments.

****

Click Here to Buy book on Flipkart

on grasping both factual content and associated feelings, validating the speaker's psychological reality without offering premature evaluation, criticism, or unsolicited advice during delicate interactions.

117. (A) I and II only
Active listening requires setting aside internal personal biases and utilizing non-verbal engagement cues like nodding and leaning forward. Contrary to being an unchangeable biological trait, active listening is a complex professional skill that can be developed and refined through deliberate behavioral training, practice, and reflective self-awareness.

118. (B) Unconditional Positive Regard and authenticity
Carl Rogers' person-centered framework identifies Unconditional Positive Regard, personal authenticity, and empathetic understanding as essential core attitudes for deep listening and transformative communication. Displaying non-judgmental acceptance and genuine authenticity creates strong psychological safety, lowering personal defensiveness and enabling open, highly constructive dialogue between educational leaders and staff members.

119. (C) Open Area / Arena
In the Johari Window model, the Open Area or Arena represents personal behavior, feelings, skills, and operational information known both to oneself and to others. Expanding this quadrant through open communication and active feedback enhances interpersonal transparency, builds organizational trust, and improves collaborative team effectiveness within educational management structures.

120. (B) Actively soliciting and receiving constructive feedback from colleagues
In the Johari Window framework, the Blind Spot contains attributes and behaviors visible to others but unknown to oneself. Actively soliciting and receptively processing constructive feedback from colleagues reduces this blind area, expanding the Open Arena. This reflective process enhances personal self-awareness, eliminates managerial blind spots, and improves leadership style.

121. (C) Self-disclosure and open communication of thoughts and feelings
In the Johari Window model, the Hidden Area (Facade) contains personal information, concerns, and knowledge known to oneself but hidden from others. Practicing authentic self-disclosure and transparently communicating thoughts and goals shifts information from the Hidden Area into the Open Arena, thereby reducing interpersonal ambiguity and deepening organizational trust.

122. (D) The effect observed behavior had on student learning or school performance
In the Situation-Behavior-Impact (SBI) feedback model, the "Impact" component highlights the specific, observable outcome that an employee's behavior produced. It focuses objectively on how the documented action affected student learning, team climate, or institutional operations, avoiding personal attacks and anchoring feedback in concrete operational realities.

123. (C) "During yesterday's staff meeting (Situation), when you interrupted twice (Behavior), it derailed the discussion (Impact)."
Effective feedback using the SBI model grounds evaluation in a clear context (yesterday's meeting), identifies specific observable behavior (interrupting twice), and explains the concrete operational impact (derailing the discussion). This objective structure avoids generalized judgments, reduces personal defensiveness, and provides clear behavioral baseline for professional growth.

124. (D) Expressing administrative requirements clearly and respectfully without violating rights
Assertive communication is a balanced interpersonal style where leaders state administrative expectations, personal rights, and professional boundaries clearly and directly while maintaining full respect for others. Unlike aggressive communication, it avoids intimidation, and unlike passive communication, it avoids compliance, achieving institutional firmness paired with professional dignity.

125. (A) Both A and R are true and R is the correct explanation of A
Assertive communication enables administrators to resolve conflicts effectively by combining clear expectations with respect for individual dignity. Stating administrative standards firmly without resorting to hostility or passive compliance

MCQGPT

(A) Kinesics
(B) Office orders
(C) Service books
(D) Minutes of meeting

9. Proxemics, as a dimension of non-verbal communication in educational administration, deals with:
(A) The pitch, tone, and pacing of the Principal's voice
(B) The formal design of official stationery and school letterheads
(C) The physical spatial distance maintained during interpersonal interactions
(D) The administrative hierarchy of reporting channels in Directorate of Education

10. During an annual performance review meeting, a teacher presents a self-appraisal report. The Principal listens silently, maintains continuous eye contact, leans slightly forward, and occasionally nods. How should the teacher interpret the Principal's non-verbal cues?
(A) As active engagement, attentiveness, and professional encouragement
(B) As administrative rejection of the submitted self-appraisal metrics
(C) As an indication that formal disciplinary action under CCS Rules is imminent
(D) As a non-verbal directive to immediately end the discussion

11. Chronemics in school management refers to the non-verbal dimension concerning the administrative use and perception of:
(A) Physical spatial arrangements and seating furniture layouts
(B) Vocal pitch modulations and acoustic volume controls
(C) Postural alignment and physical gestural indicators
(D) Time management and punctuality in official tasks

12. Consider the following non-verbal behaviors observed in an administrative setting:
I. Paralanguage modulations
II. Kinesic gestures and facial expressions
III. Spatial positioning and physical proximity
Which of the above constitute forms of non-verbal communication utilized by school leaders?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

13. Which aspect of vocalics/paralanguage significantly alters the perceived meaning of a Principal's verbal instruction to school staff?
(A) The exact grammatical syntax and structural sentence construction used by the speaker
(B) The formal paper quality and institutional letterhead on which the memorandum is printed
(C) Vocal inflection, pitch, speed, and word emphasis
(D) The specific administrative designation and official seal appended below the signature

14. Which non-verbal signal by a Head of School during a staff meeting is most likely to communicate authority and openness simultaneously?
(A) Tightly crossed arms accompanied by a rigid backwards bodily tilt and stern expression
(B) Tapping fingers rapidly on the desk while looking frequently at an official wristwatch
(C) Avoiding direct eye contact and peering over spectacles continuously throughout the meeting
(D) Uncrossed arms, open palms, upright posture, and direct line of sight

15. The concept of body language (kinesics) encompasses which set of behavioral components?
(A) Posture, facial expressions, eye contact, and hand gestures
(B) Typographical font size, line spacing, and detailed paragraph margin settings
(C) Formal official communication channels, reporting lines, and authority delegation ratios
(D) Daily academic timetable allocations, bell signal rhythms, and operational shift timings

16. In the context of classroom supervisory visits, a Principal's standing at the back of the classroom with relaxed posture and a neutral, calm facial expression serves to:
(A) Intimidate students into immediate silence
(B) Minimize classroom disruption while observing teacher pedagogy
(C) Signal to the teacher that the lesson plan is fundamentally flawed
(D) Indicate that formal inspection proceedings are taking place under education rules

MCQGPT

134. (D) Logical reasoning, facts, data, and structured evidence supporting the argument
In Aristotle's persuasion framework, Logos refers to appealing directly to reason, logic, and factual evidence. Administrative communication utilizing Logos presents structured arguments, verifiable empirical data, statistical proof, and clear sound reasoning, providing a rational foundation that justifies organizational policies and convinces internal stakeholders of institutional decisions.

135. (C) Appealing to emotions, values, empathy, and shared identity of the audience
Pathos in Aristotle's framework represents the emotional appeal in persuasion. In administrative leadership, Pathos connects organizational goals with the core values, empathy, shared identity, and emotional aspirations of staff. Inspiring narrative, vivid vision, and human empathy build organizational commitment and drive collective motivation toward shared educational objectives.

136. (B) I, II and III only
Effective administrative communication requires tailoring messages to audience needs, aligning non-verbal signals with verbal statements, and actively soliciting upward feedback to eliminate blind spots. High-performing school leaders do not rely exclusively on written directives; they combine formal documentation with rich interpersonal dialogue to build trust and alignment.

137. (B) Psychological model analyzing interactions based on Parent, Adult, and Child ego states
Transactional Analysis, developed by Eric Berne, is an interpersonal psychological framework that categorizes individual social interactions based on three distinct Ego States: Parent (judgmental/nurturing), Adult (logical/objective), and Child (emotional/rebellious). Analyzing these states helps administrators understand workplace relational dynamics, resolve communication breakdowns, and foster productive dialogue.

138. (D) Adult
The Adult ego state operates on objective data processing, logical reasoning, factual analysis, and calm problem-solving without emotional volatility or judgmental posture. Operating from the Adult ego state during administrative staff meetings allows school leaders to assess situations rationally, address operational issues constructively, and foster mature professional interactions.

139. (C) Response comes from an unexpected ego state, causing communication breakdown or conflict
A Crossed Transaction in Transactional Analysis occurs when a message sent from one ego state receives a response from an unexpected, non-complementary ego state. For example, an Adult-to-Adult factual inquiry met with a Critical Parent or Rebellious Child response creates immediate communication friction, emotional conflict, and administrative breakdown.

140. (B) Practicing neutral, objective mediation focused on institutional needs rather than positions
Resolving interpersonal conflict between department heads requires neutral, objective administrative mediation focused on overarching institutional goals and underlying interest alignment rather than rigid personal positions. Effective mediation restores open communication, prevents emotional escalation, preserves ongoing professional relationships, and ensures that departmental operations remain focused on institutional success.

141. (B) Continuous collection, analysis, and application of stakeholder data to drive improvement
In Total Quality Management (TQM), the feedback loop represents a systematic, continuous process of collecting, analyzing, and applying performance data from stakeholders to drive institutional quality improvement. This iterative mechanism allows educational administrators to monitor academic outcomes, identify operational inefficiencies, implement corrective measures, and maintain continuous organizational progress.

142. (A) Both A and R are true and R is the correct explanation of A
Transparent digital communication systems significantly improve administrative accountability in educational management. By establishing time-stamped, permanent audit trails and expanding administrative accessibility, digital e-office portals make institutional decision-making processes transparent, reduce bureaucratic delays, prevent unauthorized document alterations, and provide verifiable official records for compliance audits.

Downloaded from www.pdf.tube

MCQGPT

(A) Authoritarian oversight and compliance enforcement
(B) Structural delegation and task division
(C) Administrative ambiguity and evasion
(D) Emotional contagion and regulatory modeling

25. Consider the following managerial functions of non-verbal cues in administrative communication:
I. Expressing emotional states and interpersonal attitudes
II. Regulating the flow of spoken conversation during meetings
III. Providing official statutory sanction to financial orders
IV. Complementing or emphasizing spoken administrative directives
Which of the functions listed above are valid applications of non-verbal cues?
(A) I and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

26. Which limitation is primarily associated with exclusive reliance on oral communication for institutional administration?
(A) Complete lack of immediate verbal and non-verbal feedback from receiver to sender during interactions
(B) Inability to effectively convey personal emotional warmth, empathy, or professional enthusiasm
(C) Absence of a permanent record for legal and statutory audit
(D) Substantially higher financial operational costs compared to standardized printed communications

27. What is the key operational advantage of oral communication in emergency school management situations?
(A) High statutory permanence, physical durability, and binding legal weight
(B) Speed, instantaneous transmission, and immediate feedback
(C) Precise procedural standardization across multiple regional institutional branches
(D) Total immunity from subjective cognitive misinterpretation by intended receivers

28. A storm severely damages the school building's boundary wall during operational hours, posing an immediate physical danger to students in the playground. Which communication medium should the Head of School employ immediately?
(A) Issue a detailed printed office memorandum to all academic department heads and administrative staff
(B) Send an official registered postal letter directly to the Regional Directorate of Education office
(C) Announce immediate instructions over the public address system orally
(D) Convene an extraordinary formal School Management Committee administrative meeting next week

29. Oral communication is most effective in school management when the primary objective is to:
(A) Promulgate formal statutory service rules, leave regulations, and administrative conduct codes
(B) Archive comprehensive annual financial audit compliance and expenditure documentation
(C) Issue formal structural administrative disciplinary charge sheets under statutory CCA Rules
(D) Build team morale, resolve personal conflicts, and brainstorm creative ideas

30. Distortions in oral communication across hierarchical levels in a large school system are primarily caused by:
(A) Strict administrative adherence to integrated electronic document management systems
(B) Cognitive filtering, selective retention, and serial transmission loss
(C) Excessive systemic availability of standardized written institutional archived records
(D) Comprehensive standardized glossaries of administrative and operational terminology

31. Which of the following is a recognized advantage of written administrative communication?
(A) Instantaneous real-time gathering of non-verbal interpersonal feedback
(B) Uniformity, precision, and ease of archiving for future reference
(C) Complete and permanent elimination of semantic language misinterpretations
(D) Spontaneous dynamic adaptation during ongoing interpersonal supervisory dialogue

32. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): Written communication is mandatory for issuing formal policy changes, financial sanctions, and disciplinary warnings in school administration.
Reason (R): Written documents provide a fixed, authoritative, and audit-verifiable record necessary to establish administrative responsibility and legal compliance.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. A major disadvantage of written communication in school management is that it:
(A) Cannot be easily circulated or distributed to large groups of teaching staff members simultaneously
(B) Lacks institutional legal validity and enforceability under official administrative rules
(C) Is time-consuming to draft and lacks immediate non-verbal feedback
(D) Prevents the comprehensive inclusion of essential detailed technical operational specifications

34. When a Principal needs to explain complex, multi-step procedures for conducting national standardized examinations in the school, the most effective medium is:
(A) A brief, general verbal announcement delivered over the microphone during the routine morning assembly session
(B) A written handbook or SOP document complemented by an oral briefing
(C) An informal peer-to-peer conversational discussion conducted among staff members in the central lunch room
(D) A series of non-verbal hand gestures, physical movement demonstrations, and visual signaling techniques

35. In which institutional scenario is written communication strictly required over oral communication under standard administrative norms?
(A) Welcoming a distinguished guest speaker to an annual morning cultural assembly program
(B) Praising a teacher informally for organizing a highly successful inter-school science fair
(C) Issuing a show-cause notice for unauthorized absence
(D) Discussing routine physical seating arrangements for an upcoming internal classroom test

36. Select the scenario where oral communication is superior to written communication:
(A) Counseling an emotionally distressed student or staff member
(B) Notifying staff of permanent revisions to statutory pension contribution rules
(C) Submitting annual financial accounts to public audit authorities
(D) Promulgating the school safety and disaster management policy document

37. Which factor should be the primary criterion for a Principal when choosing between written and oral communication media?
(A) Personal handwriting style and typography preference of the senior administrative assistant
(B) The complexity, urgency, legal weight, and target audience of the message
(C) The total physical paper stock currently available in the central school administrative store
(D) The specific time of day or shift during which the administrative message is generated

38. Upward communication in an educational institution refers to the flow of information from:
(A) The central Directorate of Education office to the individual Head of School
(B) The Principal down to the Vice-Principal, Head Clerk, and academic Department Heads
(C) Teachers, staff, or students to leadership
(D) One Senior Secondary Teacher to another senior secondary teacher of identical rank

39. Which of the following is a primary example of upward communication in school administration?
(A) An official administrative office order detailing annual holiday duty rosters issued directly by the Principal
(B) A mandatory formal directive sent from the Regional Director to school heads regarding student admissions
(C) Detailed official minutes of a departmental meeting shared between two PGT physics

Click Here to Buy book on Amazon

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

teachers of equal rank
(D) A petition or feedback report submitted by teachers to the Head of School

40. Consider the following administrative channels:
I. Teacher self-appraisal submissions
II. Staff grievance redressal applications
III. Suggestion box entries from students and parents
Which of these represent channels of upward communication?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

41. A critical administrative benefit of fostering effective upward communication in a school is that it:
(A) Allows the Head of School to completely eliminate all formal written office documentation and record-keeping
(B) Provides leadership with realistic policy implementation feedback
(C) Ensures that major administrative decisions are made strictly without consulting any subordinate teaching staff
(D) Formally transfers legal statutory liability for routine administrative decisions to junior assistant teachers

42. What is a common organizational barrier to effective upward communication in schools?
(A) Progressive flat organizational structures combined with open-door administrative access policies
(B) Excessive institutional availability of multi-directional digital employee feedback systems
(C) Frequent collaborative professional development workshops held between school administrators and staff
(D) Subordinates' fear of negative administrative repercussions or reprisal

43. Downward communication in school organizational management flows from:
(A) Higher administrative authorities to subordinate personnel
(B) Student council members to school prefects
(C) Teachers of identical rank across different academic departments
(D) Parents to the Chairman of the School Management Committee

44. Which instrument is a classic vehicle for downward communication in school management?
(A) Annual performance self-assessment reports submitted by individual teaching staff members to management
(B) Formal staff meeting requisition slips addressed directly to the Principal by assistant teachers
(C) Official circulars and directives issued by the Principal
(D) Exit interview questionnaires and feedback statements completed by retiring institutional staff members

45. A major function of downward communication in an educational institution is to:
(A) Seek formal approval for personal earned leave directly from junior administrative clerks
(B) Transmit institutional goals, administrative policies, and operational rules to employees
(C) Collect grassroots feedback regarding school lunch quality directly from primary grade students
(D) Evaluate the Principal's management and leadership style through comprehensive peer review mechanisms

46. What risk is inherent in reliance solely on downward communication within a school hierarchy?
(A) Total loss of top-level administrative authority, executive oversight, and operational control
(B) Creation of an authoritarian atmosphere with minimal employee feedback
(C) Complete compliance failure with statutory central and state educational regulatory statutes
(D) Inability to archive official institutional records for annual departmental inspection audits

MCQGPT

47. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Over-reliance on downward communication without corresponding upward channels breeds alienation among teaching staff.
Reason (R): Downward communication is intrinsically top-down and directive, leaving little space for subordinate input or clarification.
In the light of the above statements, choose the correct answer from the options given below:

80. A Principal notices that an informal rumor regarding sudden school relocation is causing anxiety among staff. Which response represents proactive leadership communication?
(A) Calling an open staff briefing to explain actual facts clearly
(B) Denying the circulating rumor verbally without providing any corroborating official documentary evidence
(C) Banning all staff association administrative meetings and gathering activities indefinitely by executive order
(D) Submitting a formal complaint report to local police authorities regarding alleged criminal conspiracy

81. Which type of grapevine pattern involves one individual selectively communicating information to a few chosen trusted colleagues, who then inform a few selected others?
(A) Single strand chain
(B) Gossip chain
(C) Probability chain
(D) Cluster chain

82. An administrative clerk informs two colleagues about a draft transfer policy. Each of those two colleagues informs two others, creating a wide network. This informal communication pattern is known as:
(A) Formal downward administrative scalar chain structure
(B) Cluster or probability grapevine chain
(C) Strict linear diagonal multi-departmental pathway
(D) Upward statutory administrative appeal network

83. The primary cause of information overload in school administrative communication is:
(A) Complete structural absence of modern digital communication platforms and automated workflow channels
(B) Severe shortage and systemic lack of qualified administrative support personnel across school offices
(C) Total exclusive reliance on oral non-verbal communication modalities for all daily operational tasks
(D) Excessive incoming messages exceeding cognitive capacity

84. Which strategy best helps a Head of School mitigate administrative information overload?
(A) Personally reading every incoming routine electronic message as soon as it arrives in the central inbox
(B) Refusing to accept or process official administrative directives received from the Directorate of Education
(C) Switching off all official electronic communication devices completely during standard operational office hours
(D) Delegating message screening and setting clear priorities

85. Consider the following administrative strategies:
I. Establishing clear communication protocols and standardized forms
II. Active listening and seeking non-verbal feedback
III. Reducing physical and semantic barriers
IV. Ignoring informal feedback mechanisms completely
Which of the above are valid practices for overcoming organizational communication barriers?
(A) I and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

86. In active listening, an administrative leader demonstrates listening competence primarily by:
(A) Paraphrasing points and asking clarifying questions
(B) Interrupting the speaker frequently to insert administrative rules, regulations, and institutional precedents
(C) Actively formulating counter-arguments in one's mind while the subordinate employee is still speaking
(D) Multitasking on routine administrative files, signing letters, and reviewing emails during the interview

87. What is the fundamental difference between "hearing" and "listening" in supervisory contexts?
(A) Hearing is an active psychological skill, whereas listening is a passive, automatic physiological reflex process
(B) Hearing is strictly restricted to written text analysis, whereas listening applies exclusively to oral speech
(C) There is no recognized conceptual or operational distinction between the two terms in management literature

Downloaded from www.pdf.tube

III. It completely replaces the formal organizational structure and line authority.
IV. It can lead to role ambiguity or conflict if line managers are kept uninformed.

Which of the statements given above are correct?
(A) I and II only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

56. Diagonal communication is particularly useful in school administration during:
(A) Routine formal performance appraisal recording and documentation under central statutory service rules
(B) Cross-functional project management and digital transformation drives
(C) Issuing mandatory statutory show-cause letters and formal reprimands to non-performing teaching staff
(D) Conducting formal departmental disciplinary proceedings under standardized CCA Rules

57. Which communication pattern is characterized by a central leader who controls and filters all information flow to and from all team members?
(A) Circle communication pattern
(B) All-channel network pattern
(C) Inverted-V structural pattern
(D) Wheel (Star) pattern

58. In the Wheel communication network, speed of problem solving for simple tasks is high, but overall group satisfaction among peripheral members is typically:
(A) Low
(B) Exceptionally high
(C) Unaffected
(D) Superior to all-channel satisfaction

59. The "Chain" pattern of organizational communication reflects a structure where information flows:
(A) Freely and multidirectionally between every single organizational participant in any given direction
(B) Exclusively in an uninterrupted horizontal circular loop among equal departmental peers
(C) Upward and downward through a formal scalar chain
(D) Unpredictably and dynamically via random informal social and interpersonal networks

60. An "All-Channel" (Comcon) communication network pattern in educational governance is best suited for:
(A) Highly centralized autocratic decision-making processes during sudden institutional crises
(B) Unidirectional dissemination of routine administrative memos, circulars, and notices
(C) Enforcing strict rank-based social distance and vertical hierarchy between staff and management
(D) Participatory team innovation and collaborative curriculum design

61. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The All-Channel communication network generates high job satisfaction among school staff members involved in decision-making.
Reason (R): In an All-Channel network, every member can communicate directly with every other member without hierarchical restriction.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

62. Which communication network pattern forms a closed loop where each individual communicates only with the person immediately adjacent to them on either side?
(A) Wheel network
(B) Y network
(C) Scalar chain network
(D) Circle network

63. In a typical school administrative hierarchy, the formal flow of official communication regarding policy compliance flows primarily along the:
(A) Informal grapevine loop
(B) Diagonal unstructured channel
(C) Scalar chain of command
(D) Horizontal peer network

64. What is the main structural bottleneck of a rigid Chain communication pattern in a multi-layered educational administration?
(A) Over-reliance on unverified informal social

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

48. Lateral or horizontal communication in a school setting occurs between:
(A) The Head of School and the Regional Director of Public Education
(B) A Senior Vice-Principal and an enrolled primary school student
(C) Individuals operating at the same hierarchical level
(D) Senior administrative clerks and external school bus transport contractors

49. Which scenario illustrates lateral (horizontal) communication in school management?
(A) A Head of School issuing a formal written reprimand letter to a delayed laboratory assistant
(B) The Science HOD conferring with the Math HOD to integrate STEM projects
(C) A secondary teacher writing a formal application seeking Earned Leave to the Head of School
(D) The Regional Directorate of Education issuing standardized administrative guidelines for admissions

50. The Vice-Principal (Academic) meets with the Vice-Principal (Administration) to coordinate the room allocation and invigilation schedule for mid-term examinations. This communication is best classified as:
(A) Vertical downward administrative communication
(B) Upward administrative reporting channel
(C) Lateral (horizontal) communication
(D) Diagonal crisis management communication

51. The main administrative advantage of active lateral communication in educational management is:
(A) Enhancing inter-departmental coordination and problem-solving
(B) Establishing direct autocratic executive control over all functioning academic departments
(C) Completely eliminating the need for functional subject specialization among teaching staff
(D) Bypassing statutory legal auditing requirements established by government oversight bodies

52. A potential issue associated with unchecked lateral communication among staff members is:
(A) Excessive procedural formalization and standardization of simple daily administrative routines
(B) Formation of informal power cliques and administrative conflict
(C) Total operational breakdown of non-verbal communication modalities across all department levels
(D) Inability to issue timely written official notices during sudden institutional emergencies

53. Diagonal communication in organizational management involves the flow of information between:
(A) Senior superiors and their direct immediate subordinates operating within the exact same line of authority
(B) Peer colleagues belonging to the exact same academic department, grade level, and operational pay scale
(C) Personnel at different levels across departments with no direct reporting line
(D) External statutory regulatory inspectors and the school Governing Body executive chairman exclusively

54. Which example accurately reflects diagonal communication in a school context?
(A) The Head of School issuing a formal written administrative office memo directly to the Vice-Principal
(B) A Primary School Teacher submitting a formal earned leave application to the designated Primary In-charge
(C) A PGT English teacher discussing academic syllabus completion schedules with another PGT English teacher
(D) An IT Administrator advising a History Teacher on gradebook software

55. Consider the following statements regarding diagonal communication in modern educational institutions:
I. It cuts across both functional department boundaries and hierarchical levels.
II. It accelerates information transmission by bypassing rigid chain-of-command channels.

Click Here to Buy book on Flipkart

unchanged regardless of channel complexity or feedback mechanisms
(D) Message accuracy becomes totally and exclusively dependent on standardized written administrative media

73. Psychological noise in administrative communication refers to:
(A) Acoustic construction sound generated outside the Principal's main administrative office room
(B) Poor telephone line connectivity and electronic signal interference during an official call
(C) Internal mental distractions, biases, or emotions
(D) Illegible handwriting appearing on an official employee leave application and request form

74. Semantic noise occurs in school communication when:
(A) Extreme physical distance prevents the audience from clearly hearing the speaker's vocal delivery
(B) The primary public address system malfunctions completely during the morning assembly session
(C) An official administrative memo is inadvertently lost or delayed during routine postal transit
(D) Differing interpretations of technical terms or jargon used

75. Which administrative practice reduces semantic barriers during staff policy briefings?
(A) Using highly complex legalistic terminology, dense administrative phrasing, and specialized technical jargon exclusively
(B) Relying solely on verbal speed without providing supporting archived written administrative documentation
(C) Presenting clear language with concrete definitions
(D) Avoiding all follow-up verbal clarifications or open question-and-answer sessions after the presentation

76. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Filtering is a common barrier in upward communication within educational hierarchies.
Reason (R): Subordinates often selectively alter or suppress unfavorable information before passing it to administrators to avoid personal disapproval.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

77. The term "Grapevine" in organizational management refers to:
(A) An informal network arising from social interaction
(B) The official, binding written policy and administrative communication channel of the state education ministry
(C) The mandatory statutory disciplinary recording and documentation mechanism under civil service rules
(D) The statutory central financial ledger and accounting audit record maintained by school accounts officers

78. Which of the following is an accurate characteristic of grapevine communication in schools?
(A) It systematically travels much slower than formal, archived written administrative communication channels
(B) It carries absolute zero operational utility, diagnostic value, or insight for educational leaders
(C) It is strictly governed and regulated under statutory rules
(D) It spreads rapidly through informal social networks

79. How should an effective Head of School handle negative rumors circulating through the institutional grapevine?
(A) Ignore circulating rumors completely and pretend they do not exist within the school administrative setup
(B) Immediately suspend all staff members suspected of actively participating in informal social conversations
(C) Counter rumors quickly by providing factual formal information
(D) Issue an official circular strictly banning all informal social conversations on institutional premises

Downloaded from www.pdf.tube

96. "Kinesics" in body language research specifically studies:
(A) Body movements, gestures, posture, and facial expressions
(B) Acoustic vocal pitch variations, tone modulations, and speaking rates
(C) The formal architectural spatial layouts and interior design of school buildings
(D) Haptic physical touch interactions occurring between human beings in social contexts

97. Which facial region is generally considered the most expressive indicator of interpersonal emotions during communication?
(A) The structural lower jaw line region
(B) The external ear lobes and neck area
(C) The upper forehead hairline boundary
(D) The eyes and eyebrow area

98. In administrative communication, an individual who displays fidgeting, hand-wringing, and avoidance of direct eye contact is non-verbally communicating:
(A) High authority and total emotional stability
(B) Unconditional agreement with administrative orders
(C) Discomfort, anxiety, deceit, or extreme nervousness
(D) Professional competence in public speaking

99. What non-verbal signal is transmitted when an administrator stands up from their desk and steps out to meet a visitor at the door?
(A) Absolute personal rejection of established executive boundaries and office hierarchy
(B) Imminent, abrupt administrative termination of the ongoing official meeting session
(C) Complete professional inability to maintain basic office administrative protocol standards
(D) Respect, warm welcome, and reduced hierarchical distance

100. Consider the following non-verbal communication elements:
I. Eye contact (Oculesics)
II. Voice modulation (Paralanguage)
III. Physical touch (Haptics)
Which of the above play a role in setting the emotional tone of a Head of School's staff briefing?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

101. Written notices displayed on institutional notice boards represent which form of operational communication?
(A) Unidirectional downward public communication
(B) Two-way diagonal collaborative communication
(C) Upward administrative grievance communication
(D) Lateral peer-to-peer personal communication

102. Which tool represents a digital medium for written institutional communication in schools?
(A) Education Department web portal notices
(B) Casual interpersonal conversations and social chats conducted among teachers inside the central staff room
(C) Verbal, unscripted informal morning assembly announcements delivered periodically by assistant teachers
(D) Unwritten traditional custom practices and informal workplace habits passed down orally over generations

MCQGPT

103. What is the main operational risk of using social messaging application groups for official school communications without clear guidelines?
(A) High instantaneous digital communication transmission speed across administrative networks
(B) Excessive, rigid legal formalization of routine daily administrative messages and memos
(C) Exorbitant financial operational cost incurred per individual text message transmitted to staff
(D) Privacy risk and informal rumor propagation

104. In an official administrative letter sent by a Head of School to government authorities, the tone must strictly maintain:
(A) Highly informal, conversational, highly colloquial, and personal emotional phrasing
(B) Formal, respectful, concise, and objective standard administrative language
(C) Elaborately sarcastic, highly decorative, artistic, and literary classical prose style
(D) Overtly authoritarian, aggressive, hostile, and threatening verbal phrasing formats

105. What is the function of an "Office Memorandum" (OM) in school administration?
(A) To deliver warm personal seasonal greetings and retirement wishes to former departmental employees

(D) Hearing is physiological; listening involves understanding

88. Empathic listening by a Principal during a staff grievance meeting requires:
(A) Evaluating the staff member's claims immediately against severe legal penalties and service conduct regulations
(B) Automatically rejecting any claims or grievances that do not align perfectly with administrative convenience
(C) Recording the entire grievance session for subsequent public digital streaming on official school web portals
(D) Understanding issues from the staff member's personal frame

89. Which communication style is characterized by directness, clarity, mutual respect, and clear expression of administrative boundaries without hostility or passivity?
(A) Aggressive communication
(B) Passive communication
(C) Assertive communication
(D) Passive-Aggressive communication

90. A Principal who reprimands staff publicly using derogatory language and hostile body language exhibits which communication style?
(A) Assertive leadership
(B) Aggressive communication
(C) Empathetic mentoring
(D) Passive-focused administration

91. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Assertive communication by a Head of School promotes healthy organizational culture and minimizes administrative conflict.
Reason (R): Assertive communication allows leaders to state rules, expectations, and decisions clearly while maintaining respect for staff dignity.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

92. Passive communication by an educational manager typically leads to:
(A) Establishing clear operational guidelines and fostering remarkably strong institutional workplace discipline
(B) Ensuring rapid, fair, and comprehensive resolution of all pending teaching and non-teaching staff grievances
(C) Achieving significantly enhanced full compliance with statutory central and state educational regulatory statutes
(D) Ambiguity, unaddressed problems, and loss of respect

93. When communicating disciplinary directives under official administrative rules, the Principal's tone and written formulation should ideally be:
(A) Highly hostile, overtly sarcastic, personal, and subjective in tone
(B) Objective, neutral, formal, precise, and evidence-based
(C) Excessively passive, apologetic, defensive, and systematically ambiguous
(D) Emotionally charged, highly opinionated, and completely informal

94. The concept of "Feedback" in the communication cycle serves to:
(A) Terminate all further interpersonal and administrative contact between the message sender and receiver
(B) Formally establish the unquestioned legal and executive superiority of the administrative message sender
(C) Verify whether the message was accurately received and decoded
(D) Convert formal written administrative messages automatically into public oral public address broadcasts

95. A Head of School sends an email directive regarding lesson plan submissions to all teachers. To ensure effective feedback, the Principal should:
(A) Assume all teachers have thoroughly read, fully comprehended, and agreed to the email without any further action
(B) Immediately issue formal written administrative warnings prior to the actual policy submission deadline passing
(C) Delete the official electronic email record from the central server immediately following initial transmission
(D) Include a response confirmation requirement or follow-up briefing

Click Here to Buy book on Amazon

rumors and workplace gossip loops
(B) Complete structural collapse of central administrative authority and leadership
(C) High operational transmission speed that leads to immediate impulse errors
(D) Message distortion, delay, and attenuation across levels

65. The "Y" pattern communication network resembles the Chain network but is distinguished by having:
(A) Two sub-branches splitting off from a central chain
(B) A complete structural absence of any designated central leader or administrative authority
(C) Omnidirectional interactive connections established between all peripheral group members
(D) A continuous circular flow mechanism featuring no defined entry or exit communication points

66. One-way communication is best defined as a process where information flows:
(A) Interactively with continuous verbal and non-verbal feedback loops between active participants
(B) Unidirectionally from sender to receiver without feedback
(C) Horizontally between departmental peers operating at equal administrative organizational status
(D) Multidirectionally through informal, unstructured social network channels across departments

67. A major administrative limitation of one-way communication in school management is:
(A) It requires excessive operational time to execute during sudden, high-stress administrative emergencies
(B) Inability to verify if the receiver understood the message
(C) It significantly diminishes the formal executive authority and leadership status of the Head of School
(D) It systematically violates standardized, statutory government filing and recordkeeping procedures

68. A Head of School reads out an administrative directive regarding new gate-pass rules during the morning assembly and immediately leaves for a district meeting without inviting questions or clarifying doubts. This interaction represents:
(A) Two-way interactive communication
(B) One-way unidirectional communication
(C) Lateral diagonal communication
(D) Participatory democratic communication

MCQGPT

69. Two-way communication is characterized by the mandatory presence of:
(A) Formal, notarized statutory legal affidavits issued by executive oversight committees
(B) A feedback loop between sender and receiver
(C) External judicial mediators appointed by regional administrative appellate authorities
(D) High-speed modern mass digital communication technology platforms and infrastructure

70. Consider the following characteristics:
I. High accuracy of message interpretation
II. Greater receiver satisfaction and sense of involvement
III. More time-consuming operational execution
Which of the above are inherent features of two-way communication?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

71. In which scenario is two-way communication essential for successful administrative outcome?
(A) Disseminating the exact scheduled time of an upcoming mandatory public holiday announcement
(B) Distributing standardized blank candidate roll sheets for annual school board examinations
(C) Ringing the central automated school bell to signal routine daily classroom period changes
(D) Conducting a performance feedback session and improvement plan

72. What happens to message accuracy when administrative communication moves from one-way to two-way in complex institutional decision-making?
(A) Message accuracy significantly decreases due to excessive cognitive noise and interpersonal static
(B) Message accuracy increases through clarifying feedback
(C) Message accuracy remains completely

(B) To summarize and officially record informal staff room social conversations and personal discussions
(C) To communicate internal administrative decisions and policy rules
(D) To issue public advertisements and formal vendor invitations for external commercial procurement tenders

106. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Maintaining written minutes of School Management Committee (SMC) meetings is a legal administrative requirement.
Reason (R): Minutes serve as the official statutory record of decisions, resolutions, and operational approvals taken by the committee.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

107. When a teacher submits a formal letter seeking approval for Higher Studies under service rules, this represents:
(A) Downward directive communication
(B) Lateral professional collaboration
(C) Upward official communication
(D) External diagonal marketing

108. An administrative circular issued by the Directorate of Education requiring compliance within 48 hours is an example of:
(A) Optional horizontal peer advisory recommendation
(B) Upward exploratory administrative suggestion
(C) Informal social workplace communication loop
(D) Mandatory downward directive communication

109. Which of the following is an essential element of an official government letter's structural layout?
(A) Letter Number, Subject, Date, Designation, and Signature
(B) Highly informal personal opening salutations such as "Dear Friend" or "Greetings Comrade"
(C) Detailed personal family background information and private biography of the individual sender
(D) Decorative hand-drawn artistic embellishments, logos, and colorful graphic design illustrations

110. An administrative summary report compiled by a Vice-Principal summarizing annual student attendance figures for the Principal is an example of:
(A) Downward managerial task delegation process
(B) Upward administrative reporting
(C) Horizontal peer professional discussion loop
(D) Urgent diagonal organizational crisis appeal

111. Which barrier occurs when a receiver interprets a message based on pre-existing personal biases rather than the objective facts presented?
(A) Physical ambient environmental noise interference
(B) Perceptual / Cognitive filtering barrier
(C) Mechanical signal transmission hardware failure
(D) Linguistic syntax and grammatical formulation error

112. A Principal receives a complaint from a parent regarding classroom discipline. Before investigating, the Principal dismisses the complaint purely because of a prior negative impression of the parent. This communication failure is due to:
(A) Technical electronic transmission noise and channel distortion during call
(B) Semantic structural language ambiguity within written policy guidelines
(C) Complete lack of proper, reliable physical postal delivery distribution channels
(D) Psychological halo/horns effect and perceptual bias

113. In public speaking during school annual days, which element is most essential for maintaining audience engagement?
(A) Monotone vocal delivery maintained with complete avoidance of direct eye contact with audience members
(B) Exclusive verbatim reading from a dense technical rulebook without ever looking up at assembled listeners
(C) Balanced vocal modulation, posture, visual support, and non-verbal cues

Downloaded from www.pdf.tube

dynamic attitudes, and implicit social messages. Understanding kinesics helps educational leaders evaluate interpersonal dynamics, subordinate engagement, and situational atmosphere during supervisory encounters.

9. (C) The physical spatial distance maintained during interpersonal interactions
Proxemics examines how individuals utilize physical space and interpersonal distance to communicate social relationships, hierarchy, and comfort. In administrative settings, physical spacing during interactions influences feelings of authority, accessibility, or defensiveness. Managing spatial arrangements strategically enables educational leaders to establish appropriate formal boundaries or foster collaborative, open environments during professional meetings.

10. (A) As active engagement, attentiveness, and professional encouragement
Non-verbal behaviors such as maintaining steady eye contact, leaning forward, nodding, and listening quietly demonstrate psychological presence and active listening. These supportive body language signals communicate warmth, professional interest, and openness. Subordinates perceiving these cues recognize that their input is being valued, thereby reducing communication anxiety and enhancing constructive dialogue in appraisal settings.

11. (D) Time management and punctuality in official tasks
Chronemics is the non-verbal dimension that analyzes how time is perceived, structured, and managed within organizations. In educational leadership, punctuality, prompt responses to inquiries, and efficient time allocation convey respect, professional discipline, and administrative efficiency. Managing time effectively signals organizational priorities and sets explicit expectations regarding duty performance across academic operations.

12. (D) I, II, and III
Non-verbal communication encompasses multiple channels including paralanguage variations, kinesic movements, and proxemic spatial positioning. Vocal modulations communicate subtle attitudes, bodily gestures display emotional engagement, and physical proximity reflects social power dynamics. Educational leaders utilize all three modalities simultaneously to project executive authority, maintain rapport, and regulate interpersonal communication flow effectively.

13. (C) Vocal inflection, pitch, speed, and word emphasis
Vocalics or paralanguage refers to non-verbal vocal cues that accompany spoken words, including pitch modulations, speed of speech, volume, and inflection. These acoustic qualities significantly alter how a verbal instruction is interpreted, adding emotional intensity, urgency, or authority. Controlling paralanguage ensures that spoken administrative directives convey the intended professional seriousness.

14. (D) Uncrossed arms, open palms, upright posture, and direct line of sight
An open posture featuring uncrossed limbs, visible palms, upright spinal alignment, and direct gaze projects confidence while encouraging transparent dialogue. This combination signals emotional accessibility without sacrificing professional authority. Displaying such non-verbal behaviors helps leaders establish an approachable yet commanding presence during collective administrative deliberations and organizational meetings.

15. (A) Posture, facial expressions, eye contact, and hand gestures
Kinesics, commonly known as body language, incorporates physical bodily expressions including posture, facial movements, eye behavior, and manual gestures. These non-verbal indicators operate alongside spoken words to express personal feelings, status dynamics, and relational attitudes. Recognizing kinesic components allows administrators to decode subtle emotional reactions and align their physical posture appropriately.

16. (B) Minimize classroom disruption while observing teacher pedagogy
Maintaining a calm facial expression, relaxed body stance, and unobtrusive positioning at the rear of a classroom minimizes observer influence on instruction. This non-threatening posture prevents unnecessary stress for both instructors and pupils. Consequently, supervisors can gather authentic pedagogical data while preserving a normal, comfortable learning environment during supervisory visits.

MCQGPT

explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

122. Which of the following is considered an external communication activity for a Head of School?
(A) Conducting an emergency staff meeting with all internal primary and secondary teaching personnel
(B) Issuing direct written administrative instructions and operational guidelines to the school librarian
(C) Advising a Vice-Principal on internal master timetable adjustments and faculty workload allocation
(D) Submitting annual reports to Directorate and media

123. Interpersonal communication competence in educational management involves:
(A) Dominating every interpersonal interaction through aggressive behavior and loud, imposing vocal speech delivery
(B) Systematically avoiding all personal face-to-face interaction and dialogue with subordinate institutional employees
(C) Listening, understanding cues, and communicating assertively
(D) Mandating the use of formal written office memos for all routine, casual social greetings and seasonal wishes

124. What is meant by "Noise" in Shannon and Weaver's classic model of communication?
(A) Only audible, high-decibel acoustic sound pollution occurring in the immediate physical environment
(B) Any factor interfering with message transmission
(C) Unfavorable administrative decisions and policy directives issued by higher departmental supervisory bodies
(D) The total physical spatial distance separating two distinct regional administrative or branch school offices

125. A new Principal notices that primary teachers feel isolated from senior secondary teachers, leading to lack of academic continuity. The Principal establishes monthly cross-departmental curriculum meetings. This initiative strengthens:
(A) Downward autocratic administrative reporting hierarchy
(B) Lateral (horizontal) communication
(C) Vertical statutory disciplinary sanction mechanism
(D) External institutional public and media relations

126. A key advantage of using standard operating procedure (SOP) manuals in school administration is:
(A) Completely eliminating the requirement for professional teaching qualifications among newly hired faculty
(B) Providing standardized written points for routine tasks
(C) Ensuring that no informal oral communication ever takes place anywhere within the physical school campus
(D) Granting automatic, unearned career promotion and pay scale raises to all non-teaching administrative staff

127. Which of the following non-verbal behaviors by a speaker indicates openness and receptivity?
(A) Tightly folding both arms firmly across the chest while leaning backward
(B) Complete avoidance of direct eye contact accompanied by turning the physical body away
(C) Continuously tapping a foot rapidly on the floor while staring upward at a ceiling fan
(D) Maintaining open palm gestures and direct, soft eye contact

128. What is the primary characteristic of an autocratic communication style in school leadership?
(A) Inclusive shared decision-making conducted through extensive, transparent consultation across all departmental teams
(B) Unidirectional commands expecting immediate compliance
(C) Granting total operational freedom to teachers to formulate classroom rules without any administrative oversight
(D) Continuous reliance and total dependence on unverified informal grapevine social networks for school governance

129. Laissez-faire communication style in management is characterized by:
(A) Maintaining exceptionally high executive control, strict monitoring, and rigid central top-down command

Click Here to Buy book on Flipkart

(B) Minimal direction, allowing staff full autonomy
(C) Continuous, intense active supervisory monitoring and detailed written daily work logging across departments
(D) Exclusive structural reliance on issuing formal, legally binding disciplinary memos for minor infractions

130. Consider the following communication dimensions:
I. Content dimension (what is actually said)
II. Relational dimension (how the message defines the relationship between speakers)
III. Non-verbal dimension (body language and tone accompanying the message)
Which of these dimensions are present in face-to-face administrative interactions?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

131. In the context of school management, effective administrative communication must be clear, concise, concrete, correct, coherent, complete, and courteous. These principles are collectively known as:
(A) POSDCORB principles
(B) The 7 Cs of Communication
(C) The SMART management model
(D) Central Service Rules framework

132. When a Principal provides constructive criticism to a teacher regarding classroom management, the communication should be:
(A) Conducted publicly before peers, highly generalized, sarcastic, and emotionally aggressive
(B) Private, specific, objective, actionable, and supportive
(C) Delivered anonymously through vague, unwritten, and ambiguous informal verbal hints
(D) Intentionally delayed by several years until the final mandatory career retirement evaluation

133. Which communication channel provides the highest level of "Media Richness"?
(A) Formal unaddressed printed circulars
(B) Standard office email broadcasts
(C) Face-to-face personal interaction
(D) Text message on formal bulletin boards

134. Media Richness Theory suggests that complex, ambiguous, or emotionally sensitive organizational issues should be communicated through:
(A) Low-richness media such as formal unaddressed printed circulars, memos, or standard physical notices
(B) High-richness media such as face-to-face meetings
(C) Unverified unofficial grapevine rumors circulating informally among staff members in the break room
(D) Unidirectional one-way written announcements posted on central administrative building display boards

135. A Principal needs to address widespread teacher anxiety regarding performance appraisal restructuring. Applying Media Richness Theory, the most effective communication approach is:
(A) Simply posting a brief, unannounced text notification on the public portal of the school website
(B) Organizing an interactive face-to-face staff meeting
(C) Sending a short, automated one-way SMS message broadcast directly to the personal mobile phones of all teachers
(D) Placing a standardized printed paper memo inside physical teacher mailboxes without providing any opportunity for discussion

136. Which factor acts as a major physical barrier to communication in a large school campus?
(A) Prominently displayed clear organizational structure charts and departmental flow diagrams
(B) Wide geographical separation between academic blocks without inter-office phones
(C) Holding frequent, well-structured staff coordinator alignment and review meetings across departments
(D) Utilizing standardized, officially approved written administrative templates and forms across all offices

137. Structural barriers to communication in educational administration arise primarily from:
(A) Temporary personal psychological mood swings and emotional variations experienced by individual teachers
(B) Linguistic differences in regional dialects and accents spoken among diverse teaching staff members

MCQGPT

(C) Malfunctioning electrical hardware equipment and laboratory instruments located inside science blocks
(D) Flawed organizational design and rigid reporting rules

138. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Digital communication platforms have significantly increased the speed of institutional administrative workflows.
Reason (R): Digital media allow instantaneous transmission, digital archiving, and simultaneous broadcast to multiple stakeholders.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

139. Which communication trap occurs when an administrator assumes that issuing a written order automatically guarantees complete compliance and understanding?
(A) The illusion of communication
(B) The principle of semantic feedback symmetry in organizations
(C) The active listening dominance paradox in administration
(D) The horizontal alignment trap in departmental workflows

140. In supervisory communication, "Empathetic Understanding" enables a school administrator to:
(A) Systematically dismiss statutory administrative regulations whenever personal convenience dictates
(B) Comprehend staff emotional states without losing objective judgment
(C) Unilaterally grant illegal reductions in mandatory working duty hours for personal administrative friends
(D) Completely replace all mandatory statutory departmental reporting with casual personal social conversations

141. What is a primary function of non-verbal cues during a public address by a Principal?
(A) To openly contradict, undermine, and subvert all established written policies of the school
(B) To reinforce and emphasize the spoken word
(C) To permanently substitute and eliminate the fundamental need for correct linguistic grammar and sentence syntax
(D) To automatically guarantee full legal statutory immunity from ongoing or future departmental administrative inquiries

142. A teacher who nods continuously, maintains eye contact, and takes quick notes during a supervisory mentoring session is exhibiting:
(A) Passive non-verbal hostility and covert workplace resistance
(B) Active non-verbal engagement and listening
(C) Complete disregard and contempt for executive administrative authority
(D) Clear physiological symptoms and warning signs of severe cognitive overload

143. Unconscious body movements that release physical tension, such as drumming fingers or twisting a ring, are known in non-verbal communication study as:
(A) Emblems
(B) Illustrators
(C) Adaptors
(D) Regulators

144. Non-verbal behaviors that directly translate into precise verbal words or phrases (such as a thumbs-up sign) are categorized as:
(A) Adaptors
(B) Affect displays
(C) Paralanguage accents
(D) Emblems

145. Consider the following types of non-verbal signals:
I. Emblems (direct gesture translation)
II. Illustrators (gestures accompanying and illustrating speech)
III. Affect Displays (facial movements showing emotion)
IV. Regulators (cues controlling conversational flow)
Which of these are recognized classifications of non-verbal body movements?
(A) I and II only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

MCQGPT

(D) Speaking at maximum possible rapid speed purely to finish the assigned address as early as possible

114. How does effective administrative communication influence organizational climate in a school?
(A) It systematically increases institutional operational secrecy, mistrust, and acute employee anxiety
(B) It completely eliminates all established administrative performance and financial accountability standards
(C) It rapidly replaces strong central leadership oversight with operational confusion and total workplace anarchy
(D) It fosters transparency, trust, and psychological safety

115. Consider the following communication actions by a Head of School:
I. Holding monthly open staff meetings
II. Maintaining a transparent grievance redressal box
III. Providing constructive, private performance feedback to teachers
IV. Communicating strategic school goals clearly to all stakeholders
Which of these actions build a positive communication culture in the school?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

116. Strategic communication in educational leadership refers to:
(A) Aligning communication with long-term goals
(B) Sending random, uncoordinated, and contradictory notifications to parents and guardians on a daily basis
(C) Restricting all institutional communications strictly and exclusively to formal, ongoing court legal disputes
(D) Relying exclusively and unconditionally on implicit non-verbal physical signals for all school operations

117. In crisis management, such as a fire emergency in a school, communication must be:
(A) Ambiguous, detailed, and open-ended for long debate
(B) Delayed until written administrative sanction arrives from higher authorities
(C) Immediate, concise, authoritative, clear, and calm
(D) Restricted strictly to informal grapevine channels

118. Which statement regarding communication channels in school management is correct?
(A) Formal structural channels are completely useless and ought to be entirely abolished by institutional management
(B) Informal grapevine communication channels invariably carry 100% verified, accurate, and objective factual data
(C) Diagonal administrative communication inherently violates all established statutory principles of civil service ethics
(D) Integrating formal structural and informal feedback channels optimizes institutional performance

119. What role does "Paralanguage" play in verbal oral interaction?
(A) It completely replaces spoken verbal words with structured manual sign language gestures and visual displays
(B) It modifies spoken words through pitch, tone, and volume
(C) It strictly governs the printed typographical font choices and paragraph margins of official administrative memos
(D) It legally establishes and fixes the financial fee payment structure for mandatory annual institutional audits

120. Which term describes the study of facial expressions, eye behavior, gestures, and posture in human communication?
(A) Proxemics
(B) Chronemics
(C) Kinesics
(D) Artifactics

121. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Open-door communication policy by a Head of School reduces employee frustration and uncovers operational problems early.
Reason (R): An open-door policy provides subordinates with direct access to top leadership without rigid hierarchical obstacles.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct

Downloaded from www.pdf.tube

ANSWERS

1. (B) Words expressed through either oral utterance or written script
Verbal communication relies on language systems where structured words serve as the primary medium for conveying information. It includes both spoken words through oral interactions and written text through formal administrative documents. Expressing messages through explicit linguistic codes ensures semantic clarity, precise interpretation, and structured information flow within administrative networks and educational institutions.

2. (A) Addressing teachers during a morning staff briefing
Oral verbal communication involves spoken language used in direct real-time speech interactions. Addressing teachers during a morning briefing requires spoken words delivered audibly to an assembled group. This form allows immediate feedback, personal interaction, and instant clarification of operational tasks, making it a primary modality for routine dynamic institutional leadership and daily coordination.

3. (C) An official office memorandum issuing examination directions
Written verbal communication uses symbolic linguistic characters inscribed on physical or digital media to convey information. An official administrative memorandum provides documented instructions that establish formal authority, standard operating procedures, and administrative accountability. This medium creates permanent record trails essential for official compliance, systematic dissemination, and future legal verification within educational institutions.

4. (D) Structured symbolic encoding using explicit linguistic rules
Verbal communication is fundamentally defined by structured symbolic encoding utilizing formal grammar, vocabulary, and linguistic syntax. This structured format enables precise conceptualization, unambiguous expression of policy directives, and clear organizational transmission. Standardized language structures reduce ambiguity in administrative instructions, ensuring consistent decoding by diverse organizational recipients across structured educational management hierarchies.

5. (A) Both A and R are true and R is the correct explanation of A
Verbal communication forms the operational framework for institutional accountability by establishing official records and clear directives. Written verbal documents generate auditable evidence necessary for legal proceedings, supervisory scrutiny, and compliance verifications. Because documented written communication preserves exact statements and administrative decisions, it provides the indispensable legal rationale and procedural foundation for administrative governance.

6. (B) Verbal written communication
Issuing a printed or digital circular involves expressing directives through written linguistic text. When administrative management distributes announcements to parents using written language across multiple tongues, it employs verbal written communication. This method ensures uniform message delivery, creates a persistent reference for external stakeholders, and maintains official documentation standards across educational organizations.

7. (D) The transmission of messages without using spoken or written words
Non-verbal communication encompasses all message exchanges conducted without spoken words or written text. It relies on non-linguistic channels such as physical gestures, body posture, vocal paralanguage, facial expressions, and spatial relationships. These cues convey emotional states, reinforce structural authority, and complement spoken interactions by providing essential contextual information during organizational supervisory exchanges.

8. (A) Kinesics
Kinesics is a foundational category of non-verbal communication that focuses on body movements, facial expressions, eye gestures, and physical postures. Unlike formal written instruments, kinesic indicators express emotional nuances,

MCQGPT

146. Which of the following best defines "Proxemics" in administrative communication context?
(A) The acoustic study of human vocal pitch variations, speech tone modulations, and verbal delivery pacing
(B) The study of spatial usage in communication
(C) The formal, standardized system and regulatory framework governing administrative office record management
(D) The precise chronological scheduling, shift allocation, and time management of daily staff room duties

147. A Principal who conducts staff interviews from behind an elevated, giant executive desk is using spatial arrangements (proxemics) to project:
(A) Personal warmth, social equality, mutual respect, and comfortable informal accessibility
(B) Authority, formal distance, and power dominance
(C) Absolute total lack of executive interest in maintaining routine administrative office control
(D) Strict professional adherence to modern, highly collaborative open-office architectural spatial design

148. During a parent inquiry regarding student safety, the Principal arranges chairs in a circular setting without a desk barrier, speaks in a calm modulated voice, and maintains steady eye contact. This combination of physical and non-verbal choices promotes:
(A) Bureaucratic intimidation, structural power assertion, and acute defensive posturing among stakeholders
(B) A collaborative, empathetic, and reassuring atmosphere
(C) Immediate legal liability, statutory breach, and financial penalty for the educational institution
(D) Unnecessary operational delay and procedural stagnation in executing mandatory daily administrative duties

149. Why is written communication considered essential for maintaining institutional memory in educational management?
(A) Because written documents provide permanent legal records
(B) Because modern electronic written records require absolutely zero physical or digital archive storage space
(C) Because routine oral communication is strictly prohibited under standard government civil service office conduct codes
(D) Because written communication orders automatically resolve and eliminate all deep-rooted interpersonal staff conflicts

150. In conclusion, effective organizational communication in educational management relies on:
(A) Exclusive adoption of top-down autocratic downward memos, administrative orders, and mandatory unilateral directives
(B) Complete, uncritical reliance on informal grapevine networks, social rumors, and unstructured verbal chatter
(C) Integrating formal and informal channels with active listening
(D) Total elimination of written administrative records in favor of non-binding oral agreements and verbal promises

****

Click Here to Buy book on Amazon

17. (B) Furrowed brows accompanied by compressed lips
Facial expressions involving tightened lips and lowered, furrowed brows universally signal doubt, disagreement, or critical evaluation across professional environments. In administrative settings, these kinesic indicators communicate disapproval or hesitation without requiring explicit verbal intervention. Stakeholders observing these visual cues recognize tension or skepticism regarding presented proposals or administrative reports.

18. (A) Both A and R are true and R is the correct explanation of A
Effective administrative leadership requires strict alignment between verbal expressions and non-verbal behaviors to establish credibility. When spoken instructions conflict with non-verbal cues, subordinates naturally rely on non-verbal signals because they are perceived as less controlled and more authentic. Congruence between words and body language eliminates ambiguity and enhances organizational trust.

19. (C) Unavailability, indifference, and lack of empathy
Dividing attention during sensitive interpersonal conversations by continuously monitoring mobile screens conveys non-verbal disinterest and dismissiveness. This behavior signals that the speaker's emotional concerns or official reports are undervalued. Such cues create psychological distance, damage trust, and foster perceptions of administrative indifference within educational organizational settings.

20. (D) Physical touch, such as a professional handshake or a supportive pat on the shoulder
Haptics is the study of tactile communication through physical touch in human interactions. In institutional environments, appropriate tactile gestures such as firm professional handshakes or reassuring shoulder touches convey empathy, encouragement, and solidarity. Applying haptic communication correctly strengthens interpersonal bonds, conveys empathy, and reinforces supportive leadership dynamics during professional exchanges.

21. (B) They reinforce trust, build emotional resonance, and establish personal authenticity
Transformational leadership relies heavily on interpersonal connection, vision alignment, and psychological influence. Non-verbal signals demonstrate sincerity, passion, and emotional authenticity that words alone cannot fully convey. Consistent non-verbal alignment reinforces trust, inspires commitment among institutional staff, and builds emotional resonance necessary for driving organizational innovation and collaborative goal attainment.

MCQGRT

22. (A) Recognize that specific gestures and spatial comfort zones vary across cultural backgrounds
Non-verbal signals including physical gestures, spatial boundaries, and eye contact carry culturally specific meanings that vary across diverse social groups. Educational administrators operating in multicultural environments must maintain cultural awareness to prevent misinterpreting behaviors or inadvertently causing offense. Respecting non-verbal cultural variations fosters inclusive organizational communication and prevents cross-cultural misunderstandings.

23. (B) Collaborative partnership and reduced interpersonal defensiveness
Removing large physical barriers like executive desks during discussions alters spatial dynamics and reduces structural power imbalances. This application of proxemics transforms formal hierarchical meetings into open, collaborative exchanges. Decreasing physical distance encourages constructive dialogue, lowers interpersonal defensiveness, and creates a welcoming atmosphere during administrative parent-teacher consultations.

24. (D) Emotional contagion and regulatory modeling
Leaders project emotional states that naturally spread across organizational groups through social contagion mechanisms. Maintaining physical composure, steady vocal delivery, and calm expressions during crisis events regulates group stress levels. This non-verbal emotional modeling stabilizes staff reactions, reduces collective anxiety, and facilitates orderly operational execution under high-stress conditions.

25. (B) I, II, and IV only
Non-verbal cues perform vital communicative functions including expressing emotional attitudes, regulating conversational turn-taking, and reinforcing spoken messages through

emphasis. However, formal statutory sanctioning of administrative orders strictly requires official written authorization rather than non-verbal indicators. Thus, non-verbal signals fulfill social, regulatory, and illustrative functions within educational communication networks.

26. (C) Absence of a permanent record for legal and statutory audit
Oral communication takes place transiently, leaving no inherent physical or digital documentation behind. This lack of permanent record-keeping makes oral exchanges vulnerable to post-hoc disputes, memory loss, and lack of legal verification. Consequently, relying exclusively on spoken directives complicates formal auditing, compliance verification, and accountability enforcement within school governance structures.

27. (B) Speed, instantaneous transmission, and immediate feedback
Oral communication provides rapid transmission speed, allowing information to be conveyed instantly to groups without preparation delays. It enables immediate bi-directional feedback, permitting rapid clarification and situational adaptation. These operational characteristics make oral speech the most efficient medium during emergency scenarios requiring quick collective action and urgent response coordination.

28. (C) Announce immediate instructions over the public address system orally
Sudden physical hazards demand instantaneous communication to prevent harm and mobilize safety procedures immediately. Public address broadcasts deliver real-time spoken instructions simultaneously across entire educational facilities. This rapid oral intervention bypasses written administrative channels, ensuring immediate comprehension, swift protective action, and effective crisis responses during emergency institutional events.

29. (D) Build team morale, resolve personal conflicts, and brainstorm creative ideas
Oral communication excels in dynamic interpersonal contexts requiring empathy, active dialogue, and collaborative thinking. Direct speech allows subtle emotional expression, immediate mutual feedback, and flexible problem-solving. These qualities make oral exchanges ideal for boosting group morale, mediating interpersonal disputes, and generating creative ideas during team brainstorming sessions within administrative settings.

30. (B) Cognitive filtering, selective retention, and serial transmission loss
As oral messages pass through multi-layered organizational hierarchies, each intermediary selectively filters, interprets, and omits details based on cognitive limitations and personal biases. This serial transmission process leads to information loss, semantic distortion, and message decay. Consequently, unwritten instructions transmitted across sequential hierarchical levels often undergo substantial modification.

31. (B) Uniformity, precision, and ease of archiving for future reference
Written communication ensures exact word selection, precise formulation, and message uniformity across large organizational target audiences. It creates durable physical or digital records that can be permanently archived, retrieved, and audited. This structural permanence provides reference clarity, legal backing, and institutional memory for complex policy guidelines and administrative procedures.

32. (A) Both A and R are true and R is the correct explanation of A
Formal administrative actions such as policy mandates, sanctions, and disciplinary warnings require fixed written documentation. Written documents establish auditable records that verify administrative legal authority and ensure procedural fairness. Because accountability relies on verifiable evidence, the requirement for permanent record-keeping makes written communication mandatory for governance and formal administrative actions.

33. (C) Is time-consuming to draft and lacks immediate non-verbal feedback
Written communication demands careful drafting, editing, and formatting, making it significantly more time-intensive than spontaneous speech. Additionally, written messages lack real-time non-verbal signals and immediate interactive feedback, delaying the discovery of misunderstandings. These operational limitations slow down rapid decision-making cycles and interpersonal problem resolution in dynamic environments.

Downloaded from www.pdf.tube

MCQGPT

34. (B) A written handbook or SOP document complemented by an oral briefing
Complex multi-step directives are best communicated using detailed written standard operating procedures that provide fixed reference guidelines. Supplementing written materials with an oral briefing allows leaders to highlight key priorities and address immediate questions. Combining both media maximizes clarity, minimizes execution errors, and ensures complete procedural compliance during standardized examinations.

35. (C) Issuing a show-cause notice for unauthorized absence
Formal disciplinary proceedings require written documentation to satisfy statutory notice standards, establish evidence trails, and protect legal rights. Issuing show-cause notices in writing ensures procedural compliance and creates auditable records for regulatory review. Oral directives in disciplinary matters lack legal enforceability and fail to satisfy formal administrative due process requirements.

36. (A) Counseling an emotionally distressed student or staff member
Counseling requires empathy, supportive tone, active listening, and responsive non-verbal cues that cannot be captured in written text. Oral communication provides the dynamic flexibility and psychological warmth necessary to build trust and offer reassurance. Thus, spoken interaction is significantly superior to written text when addressing sensitive emotional needs and interpersonal crises.

37. (B) The complexity, urgency, legal weight, and target audience of the message
Selecting the appropriate communication channel depends on message complexity, legal significance, operational urgency, and audience characteristics. Routine complex policies demand written documentation for precise reference, whereas urgent emotional situations require real-time oral interaction. Evaluating these factors ensures that administrators choose media that optimize message clarity, speed, legal validity, and overall operational efficiency.

38. (C) Teachers, staff, or students to leadership
Upward communication refers to the vertical flow of information from lower organizational levels to higher administrative authorities. It includes feedback, performance reports, suggestions, and grievances submitted by teachers, operational staff, or students to leadership. This channel provides administrators with vital insights regarding operational efficiency, staff morale, and policy implementation realities.

39. (D) A petition or feedback report submitted by teachers to the Head of School
Submitting feedback reports or petitions represents upward communication because information moves vertically from subordinate employees to institutional leadership. This channel allows staff to convey operational challenges, express concerns, and offer constructive recommendations. Leaders utilize these upward inputs to refine administrative policies, resolve workplace issues, and improve organizational climate.

40. (D) I, II, and III
Self-appraisals, grievance applications, and suggestion box inputs represent mechanisms through which lower-level institutional members transmit information upward to management. These channels deliver valuable feedback regarding individual performance, operational obstacles, and stakeholder satisfaction. Effective leadership depends on these upward pathways to maintain situational awareness and execute informed, empathetic organizational decisions.

41. (B) Provides leadership with realistic policy implementation feedback
Upward communication offers essential feedback on how administrative policies function at operational levels. By listening to employee reports and feedback, school leaders identify implementation obstacles, gauge staff reactions, and evaluate policy effectiveness accurately. This continuous information flow enables realistic decision-making, timely procedural adjustments, and improved operational management across academic departments.

42. (D) Subordinates' fear of negative administrative repercussions or reprisal
Subordinates often hesitate to share critical feedback, report operational errors, or voice concerns due to fear of negative career consequences or administrator reprisal. This psychological barrier leads to filtering and suppression of vital workplace information. Overcoming this obstacle requires leaders to

95. (D) Include a response confirmation requirement or follow-up briefing
To establish reliable feedback for email directives, administrators should include confirmation requests or schedule follow-up briefings. Requiring explicit acknowledgement verifies message delivery, confirms reader understanding, and identifies implementation obstacles early. This structured follow-up ensures procedural compliance and prevents operational failures caused by assumed or unverified message reception.

96. (A) Body movements, gestures, posture, and facial expressions
Kinesics is the systematic study of non-verbal communication conveyed through body movements, manual gestures, physical postures, and facial expressions. It analyzes how visible non-verbal behaviors transmit emotional states, attitudes, and interpersonal dynamics. Understanding kinesic signals helps supervisors evaluate non-verbal messages and enhance interpersonal effectiveness during official interactions.

97. (D) The eyes and eyebrow area
The ocular region, comprising the eyes and eyebrows, serves as the most emotionally expressive area of the human face. Movements in this area convey subtle emotional nuances, focus, sincerity, and interest during interpersonal exchanges. Observing ocular cues allows communicators to accurately gauge underlying emotional states and adjust communication strategies accordingly.

98. (C) Discomfort, anxiety, deceit, or extreme nervousness
Displaying continuous fidgeting, hand-wringing, and eye contact avoidance signals internal emotional tension, anxiety, or discomfort. In administrative contexts, these self-adapter behaviors reflect nervousness, lack of confidence, or defensiveness during high-stress situations. Recognizing these non-verbal indicators enables leaders to identify underlying distress and manage sensitive conversations empathetically.

99. (D) Respect, warm welcome, and reduced hierarchical distance
Standing up and stepping forward to welcome a visitor demonstrates politeness, professional respect, and hospitality. This action reduces physical spatial barriers, lowering formal hierarchical distance and establishing a supportive environment. Such welcoming behaviors project approachable executive leadership and build positive interpersonal relationships with external and internal stakeholders.

100. (D) I, II, and III
Eye contact, vocal paralanguage, and appropriate physical touch together set the emotional tone of administrative briefings. Maintaining direct gaze establishes sincerity, vocal modulations express enthusiasm or seriousness, and supportive handshakes reinforce professional warmth. Combining these non-verbal elements effectively enhances engagement, establishes trust, and strengthens leadership communication.

101. (A) Unidirectional downward public communication
Standard notices displayed on physical notice boards represent unidirectional downward public communication. Authorized administrators post formal instructions, announcements, and schedules for general view without soliciting real-time individual feedback. This medium provides a reliable, centralized platform for broadcasting non-confidential operational information uniformly across entire educational communities.

102. (A) Education Department web portal notices
Departmental web portals serve as formal digital channels for written administrative communication in modern educational management. They enable official notices, policy circulars, and directives to be published and archived electronically. Utilizing digital platforms ensures rapid distribution, standardized public access, and verifiable reference documentation across institutions.

103. (D) Privacy risk and informal rumor propagation
Using informal instant messaging groups for official institutional business without clear governance introduces data privacy risks, security vulnerabilities, and rumor propagation. Rapid, unverified postings lead to boundary blur, misinterpretation, and leak of confidential administrative information. Establishing formal digital protocols is essential to preserve institutional professionalism and data security.

Click Here to Buy book on Flipkart

51. (A) Enhancing inter-departmental coordination and problem-solving
Lateral communication enables rapid, direct information exchange between peer units, eliminating unnecessary vertical delays. It fosters inter-departmental collaboration, enhances creative problem-solving, and encourages mutual support among staff members. By strengthening horizontal linkages, institutions improve operational flexibility, streamline project implementation, and build cohesive professional networks across academic departments.

52. (B) Formation of informal power cliques and administrative conflict
Uncontrolled lateral communication can result in informal factionalism, territorial conflicts, and rivalries among organizational peer groups. When horizontal interactions bypass official leadership channels completely, they may foster unaligned decision-making and resistance to central policy. Educational managers must maintain balanced oversight to preserve constructive horizontal collaboration without compromising institutional alignment.

53. (C) Personnel at different levels across departments with no direct reporting line
Diagonal communication involves interaction between individuals stationed at different hierarchical positions across distinct functional departments, lacking direct scalar reporting relationships. This multi-directional channel bypasses formal command chains, enabling rapid cross-functional information exchange. It facilitates specialized technical support and speeds up operational task completion in complex institutional structures.

54. (D) An IT Administrator advising a History Teacher on gradebook software
Communication between an IT administrator and a history teacher illustrates diagonal communication because it connects specialist staff across different functional units and hierarchical tiers without direct supervisory ties. This direct interaction delivers quick technical support, cuts administrative red tape, and resolves operational challenges effectively without passing through central managerial channels.

55. (B) I, II, and IV only
Diagonal communication cuts across functional departments and reporting tiers, speeding up operational processes by bypassing formal command lines. However, if supervisors are bypassed without notification, role ambiguity and administrative friction can arise. While valuable for efficiency, diagonal exchanges complement rather than replace formal reporting structures and line authority in organizations.

56. (B) Cross-functional project management and digital transformation drives
Diagonal communication is effective during complex initiatives like digital integration and school-wide project implementations that require cross-departmental technical expertise. Cutting across traditional administrative silos allows technical experts and teaching staff to resolve operational challenges directly. This flexible communication approach accelerates project execution, enhances technical alignment, and fosters innovation.

57. (D) Wheel (Star) pattern
The Wheel or Star communication pattern features a central authority figure who controls and filters all information flow among peripheral group members. Subordinates communicate directly with the central leader rather than with one another. This highly centralized network concentrates decision-making power, ensuring tight administrative control but limiting direct lateral collaboration.

58. (A) Low
In a Wheel communication network, central decision-making enables rapid solution of simple tasks, but peripheral member satisfaction remains low. Restricted lateral communication and dependence on a central figure leave subordinates feeling isolated, uninvolved, and powerlessness. Consequently, centralized communication structures often reduce morale and limit creative engagement among peripheral team members.

59. (C) Upward and downward through a formal scalar chain
The Chain communication network reflects a formal scalar hierarchy where information moves step-by-step strictly upward or downward along established lines of authority. Communication flows sequentially through intermediate supervisors without skipping structural levels. This network enforces strict administrative

Downloaded from www.pdf.tube

hierarchy, compliance, and formal accountability across structured organizational departments.

60. (D) Participatory team innovation and collaborative curriculum design
The All-Channel or Comcon network enables every participant to communicate directly with all other team members without hierarchical barriers. This decentralized pattern encourages open dialogue, multi-directional feedback, and shared decision-making. It is ideally suited for complex collaborative tasks, creative curriculum development, and participatory innovation in educational management settings.

61. (A) Both A and R are true and R is the correct explanation of A
Decentralized All-Channel communication networks generate high job satisfaction by fostering equal participation and open interaction among all members. Because participants can exchange ideas directly without hierarchical filtering, they feel valued, empowered, and invested in organizational decisions. This democratic communication environment enhances collective commitment, team cohesion, and morale.

62. (D) Circle network
The Circle communication network forms a closed loop in which each member communicates exclusively with two adjacent individuals of equal or similar status. Information moves around the ring sequentially without a central commanding authority. While it promotes equal involvement among immediate neighbors, message transmission across the entire network can be slow.

63. (C) Scalar chain of command
Standard administrative policy directives flow through the scalar chain of command, ensuring structured authority and line accountability. Instructions descend sequentially from executive management down through intermediate administrative levels to operational staff. This formal vertical path preserves administrative order, clarifies supervisor responsibilities, and maintains accurate compliance tracking across institutional departments.

64. (D) Message distortion, delay, and attenuation across levels
Rigid scalar chain networks slow down communication speed because messages must pass sequentially through multiple intermediate administrative tiers. At each level, information risks being delayed, filtered, misinterpreted, or attenuated. This cumulative distortion weakens overall message clarity, delays responses, and creates operational bottlenecks in large multi-layered institutional hierarchies.

65. (A) Two sub-branches splitting off from a central chain
The Y communication network resembles a standard linear chain but divides into two distinct branches at senior supervisory levels. It features a central figure who manages information flow from multiple upper nodes down to subordinate levels. This pattern combines centralized leadership oversight with multi-branch departmental reporting within administrative organizational structures.

MCQGPT

66. (B) Unidirectionally from sender to receiver without feedback
One-way communication is a linear, unidirectional process where information moves strictly from sender to receiver without soliciting or incorporating feedback. The sender transmits the message via chosen channels, assuming accurate reception without verifying understanding. While rapid and straightforward, this format lacks interactive verification mechanisms to confirm correct interpretation.

67. (B) Inability to verify if the receiver understood the message
A critical drawback of one-way administrative communication is the absence of feedback mechanisms to confirm whether receivers correctly understood the message. Administrators cannot assess receiver comprehension, detect misinterpretations, or identify implementation difficulties. This lack of verification increases the risk of operational errors, non-compliance, and misunderstandings within institutional workflows.

68. (B) One-way unidirectional communication
Unidirectional verbal transmission without opportunity for questions or clarification exemplifies one-way communication. The speaker broadcasts directives to an audience and

departs without gathering feedback or verifying comprehension. Although efficient for rapid information dissemination, this approach prevents receivers from seeking necessary clarifications or voicing operational implementation concerns.

69. (B) A feedback loop between sender and receiver
Two-way communication requires a continuous feedback loop between sender and receiver, converting passive information transmission into an interactive dialogue. This reciprocal exchange allows receivers to seek clarification, express concerns, and confirm understanding. Feedback ensures accurate message decoding, strengthens interpersonal relationships, and enhances mutual understanding in organizational settings.

70. (D) I, II, and III
Two-way communication improves message interpretation accuracy and enhances receiver satisfaction by encouraging participation and mutual clarification. However, because it involves interactive dialogue and feedback loops, it requires more operational time than unidirectional announcements. Despite being more time-intensive, its benefits in accuracy and morale make it vital for complex administrative decision-making.

71. (D) Conducting a performance feedback session and improvement plan
Performance appraisal and professional development planning require collaborative two-way communication. Constructive feedback sessions demand active employee participation, clarifying questions, self-reflection, and mutual goal-setting. Unidirectional directives fail in appraisal contexts because establishing actionable development strategies depends on open dialogue, shared understanding, and personal commitment from the employee.

72. (B) Message accuracy increases through clarifying feedback
Transitioning from one-way to two-way communication significantly increases message accuracy by establishing interactive feedback mechanisms. Receivers can ask clarifying questions, double-check interpretation, and correct misunderstandings immediately. This collaborative verification process eliminates ambiguities, reduces cognitive noise, and ensures accurate execution of complex administrative directives within institutions.

73. (C) Internal mental distractions, biases, or emotions
Psychological noise consists of internal cognitive and emotional factors that interfere with effective message encoding and decoding. Mental distractions, emotional distress, personal prejudices, and underlying anxieties obscure objective listening. In school administration, unaddressed psychological noise distorts message reception, leads to defensive reactions, and impairs rational decision-making during interactions.

74. (D) Differing interpretations of technical terms or jargon used
Semantic noise occurs when senders and receivers attach different meanings to words, technical jargon, or abstract administrative terminology. These linguistic discrepancies generate confusion and misinterpretation, even when transmission channels function perfectly. Using overly complex, ambiguous, or specialized language without clear definitions creates semantic barriers that hinder effective organizational communication.

75. (C) Presenting clear language with concrete definitions
Minimizing semantic noise requires administrators to use clear, accessible language supported by concrete definitions and plain terminology. Avoiding unnecessary legalistic jargon and ambiguous phrases ensures that diverse listeners decode directives uniformly. Clear linguistic formulation prevents misinterpretation, promotes precise comprehension, and aligns operational efforts across all educational staff levels.

76. (A) Both A and R are true and R is the correct explanation of A
Filtering poses a major barrier to upward communication in formal hierarchies. Subordinates often modify, soften, or withhold unfavorable operational information before passing reports upward to avoid administrative disapproval or penalties. This selective transmission distorts administrative reality, preventing executive leadership from receiving accurate operational data necessary for sound decision-making.

77. (A) An informal network arising from social interaction
The grapevine represents the informal, unstructured communication network that

Click Here to Buy book on Amazon

naturally develops from social interactions among employees within an organization. Operating outside official scalar channels, it carries informal information, workplace rumors, and personal observations. Understanding grapevine dynamics helps administrators monitor organizational climate, gauge employee sentiment, and identify emerging workplace concerns.

78. (D) It spreads rapidly through informal social networks
Informal grapevine communication spreads rapidly through social channels because it operates free from formal administrative protocols and chain-of-command delays. It satisfies employees' need for immediate information during periods of uncertainty or change. Educational managers must recognize the speed of informal networks to address rumors promptly with factual official information.

79. (C) Counter rumors quickly by providing factual formal information
Managing negative grapevine rumors effectively requires administrators to release clear, transparent, and verified factual information through official channels promptly. Ignoring rumors or resorting to punitive measures often increases anxiety and reinforces speculation. Releasing reliable factual communications eliminates ambiguity, restores institutional credibility, and stabilizes employee morale during periods of uncertainty.

80. (A) Calling an open staff briefing to explain actual facts clearly
Proactive leadership communication addresses circulating rumors directly by convening open briefings to present factual information clearly. Engaging staff transparently alleviates anxiety, dispels misinformation, and rebuilds trust in institutional management. Addressing employee concerns directly prevents unverified rumors from undermining organizational stability and professional morale.

81. (D) Cluster chain
In a cluster grapevine pattern, an individual selectively shares information with a few trusted associates, who then pass the message to selected peers. This pattern operates through interconnected groups of trusted contacts, making it the most common informal communication structure in organizations. It balances social selectivity with rapid information dissemination.

82. (B) Cluster or probability grapevine chain
An informal communication flow where information spreads non-linearly through branching social connections represents a cluster or probability grapevine chain. Information multiplies exponentially as individuals share details with multiple colleagues. This natural social phenomenon drives the rapid spread of informal news, draft policies, and workplace rumors throughout educational facilities.

MCQGPT

83. (D) Excessive incoming messages exceeding cognitive capacity
Information overload occurs when the volume, velocity, and complexity of incoming messages exceed an individual's processing capacity. In modern school administration, continuous emails, regulatory directives, and staff inquiries create cognitive fatigue. This excessive input impairs decision-making quality, increases stress, and causes critical administrative instructions to be delayed or overlooked.

84. (D) Delegating message screening and setting clear priorities
Mitigating information overload requires administrators to establish structured message filtering, prioritize tasks systematically, and delegate routine correspondence to administrative staff. Implementing systematic screening protocols ensures that critical operational matters receive immediate executive attention while routine administrative items are handled efficiently without causing cognitive fatigue or operational bottlenecks.

85. (B) I, II, and III only
Overcoming organizational communication barriers involves establishing standardized communication protocols, engaging in active listening, gathering non-verbal feedback, and reducing physical and semantic obstacles. Conversely, ignoring informal feedback mechanisms isolates leadership and creates blind spots. Combining structured protocols with attentive listening ensures clear, open, and effective communication across institutions.

86. (A) Paraphrasing points and asking clarifying questions
Active listening requires intentional psychological engagement, demonstrated by paraphrasing the speaker's key points and asking clarifying questions. This practice confirms accurate comprehension and signals genuine respect for the speaker's message. By refraining from interruptions and mental distractions, administrators establish supportive dialogue and build trust during professional interactions.

87. (D) Hearing is physiological; listening involves understanding
Hearing is a passive, automatic physiological process of perceiving sound waves through the auditory system. In contrast, listening is an active cognitive process that requires deliberate focus, interpretation, comprehension, and evaluation of spoken messages. Supervisory effectiveness depends on developing active listening skills rather than simply hearing audible speech.

88. (D) Understanding issues from the staff member's personal frame
Empathic listening requires administrators to suspend immediate judgment and view issues from the speaker's emotional and situational perspective. This supportive practice validates employee feelings, reduces defensiveness, and uncovers underlying concerns. Demonstrating genuine empathy fosters psychological safety, strengthens supervisory relationships, and facilitates constructive resolution of workplace grievances.

89. (C) Assertive communication
Assertive communication is characterized by directness, clarity, emotional honesty, and mutual respect. Assertive leaders state expectations, rules, and decisions firmly without displaying passivity or hostility. This balanced approach protects administrative authority while respecting employee dignity, fostering an equitable workplace environment, and reducing interpersonal conflict within educational organizations.

90. (B) Aggressive communication
Publicly reprimanding subordinates using hostile body language and derogatory phrasing exemplifies aggressive communication. This destructive pattern relies on dominance, intimidation, and disrespect, damaging employee self-esteem and organizational trust. Aggressive supervisory behavior generates hostility, increases workplace anxiety, and degrades administrative climate, ultimately harming overall institutional performance.

91. (A) Both A and R are true and R is the correct explanation of A
Assertive communication by institutional leaders establishes clear behavioral standards and operational boundaries while maintaining mutual respect. Expressing expectations calmly and directly prevents misunderstandings and minimizes administrative conflict. By balancing firm leadership with respect for individual dignity, assertive communication cultivates a healthy, transparent, and professional organizational climate.

92. (D) Ambiguity, unaddressed problems, and loss of respect
Passive communication occurs when administrators avoid stating expectations, addressing performance issues, or enforcing institutional policies directly. This hesitation creates operational ambiguity, allows unresolved problems to escalate, and undermines executive authority. Subordinates lose respect for passive leadership, leading to inconsistent rule compliance, declining accountability, and organizational inefficiencies.

93. (B) Objective, neutral, formal, precise, and evidence-based
Disciplinary directives must maintain an objective, formal, and evidence-based tone to ensure administrative due process and legal enforceability. Removing personal animosity and emotional bias protects employee rights while clearly specifying non-compliance issues. Formal, precise language upholds professional standards, satisfies regulatory audit requirements, and maintains institutional credibility.

94. (C) Verify whether the message was accurately received and decoded
Feedback is the essential phase in the communication process where receivers respond to senders, enabling verification of message reception and decoding. It allows senders to evaluate whether their message was understood as intended or requires additional clarification. Integrating feedback turns information transmission into a reliable two-way exchange.

Downloaded from www.pdf.tube

113. (C) Balanced vocal modulation, posture, visual support, and non-verbal cues
Delivering engaging public speeches requires combining balanced vocal modulations, confident body posture, appropriate visual aids, and supportive non-verbal signals. These elements capture audience attention, reinforce verbal messages, and project authority and sincerity. Using varied vocal dynamics and deliberate non-verbal expressions maintains listener interest throughout public presentations.

114. (D) It fosters transparency, trust, and psychological safety
Transparent and effective administrative communication enhances organizational climate by establishing open communication channels, clarifying expectations, and promoting trust. When administrators listen actively and share operational information clearly, employees experience psychological safety and mutual respect. This supportive environment improves staff morale, encourages collaboration, and reduces workplace conflict.

115. (D) I, II, III, and IV
Open staff forums, accessible grievance mechanisms, constructive performance feedback, and clear strategic goal alignment collectively foster a positive communication culture. These practices promote operational transparency, strengthen mutual trust, and encourage employee participation across institutional levels. Sustaining these multi-channel practices improves overall organizational health and professional collaboration.

116. (A) Aligning communication with long-term goals
Strategic communication in educational leadership involves systematically aligning all organizational messages with long-term institutional goals and core values. It coordinates internal and external communication activities to build stakeholder support, manage organizational reputation, and advance strategic priorities. Purposeful message design ensures consistency, enhances brand integrity, and drives sustained institutional development.

117. (C) Immediate, concise, authoritative, clear, and calm
Emergency situations demand rapid, concise, authoritative, and calm communication to direct safety actions and prevent collective panic. Crisis instructions must be unambiguous, delivering actionable guidance without delay. Maintaining a composed vocal tone and providing simple directives ensures immediate understanding, coordinated compliance, and effective emergency response management.

118. (D) Integrating formal structural and informal feedback channels optimizes institutional performance
Combining formal organizational channels with informal feedback loops optimizes institutional performance. Formal channels provide structured administrative authority, clear documentation, and standard compliance, while informal networks offer rapid operational feedback and convey staff sentiment. Integrating both communication structures enhances leadership awareness, improves employee trust, and accelerates overall operational effectiveness.

MCQGPT

119. (B) It modifies spoken words through pitch, tone, and volume
Paralanguage consists of non-verbal vocal aspects accompanying spoken words, including pitch, tone, speaking rate, and volume. These vocal characteristics modify spoken language by adding subtle emotional nuances, structural emphasis, and underlying attitudes. Controlling paralanguage ensures that spoken messages convey the exact degree of urgency, authority, or encouragement intended.

120. (C) Kinesics
Kinesics is the scientific field that examines non-verbal communication conveyed through body movements, postures, facial expressions, hand gestures, and eye behavior. Analyzing kinesic signals provides insights into emotional states, interpersonal power dynamics, and relational attitudes, enabling communicators to interpret non-verbal cues accurately during social and professional interactions.

121. (A) Both A and R are true and R is the correct explanation of A
Maintaining an open-door communication policy enhances administrative effectiveness by providing staff direct access to executive leadership. Removing rigid hierarchical barriers encourages employees to report operational obstacles early and share constructive ideas freely. This accessible communication approach

104. (B) Formal, respectful, concise, and objective standard administrative language
Official correspondence sent to government authorities must maintain formal, respectful, precise, and objective language. Adopting standard administrative phrasing ensures clarity, upholds professional decorum, and respects statutory communication norms. Maintaining objective formatting facilitates accurate processing, compliance verification, and official record-keeping within government administrative systems.

105. (C) To communicate internal administrative decisions and policy rules
An Office Memorandum is an internal written instrument used in administrative organizations to convey decisions, operational instructions, policy directives, and procedural information among staff. It establishes formal internal authority and standardized compliance guidelines, maintaining an auditable record of internal administrative orders without requiring formal external letter structures.

106. (A) Both A and R are true and R is the correct explanation of A
Maintaining formal written minutes of governance committee meetings is a statutory requirement in educational administration. Minutes serve as legal, auditable records documenting official resolutions, financial approvals, and policy decisions taken during meetings. Because governance accountability relies on verifiable documentation, recording minutes ensures legal compliance and organizational transparency.

107. (C) Upward official communication
Submitting a formal written request seeking managerial approval under service rules represents upward official communication. The request originates from a subordinate teacher and ascends through administrative channels to supervisory leadership for review and decision. This formal process preserves institutional scalar authority and maintains complete service record documentation.

108. (D) Mandatory downward directive communication
Time-bound compliance circulars issued by regulatory oversight bodies constitute mandatory downward directive communication. Reissued from higher authorities to subordinate institutional heads, these formal instruments mandate strict operational execution within specified timeframes. They enforce regulatory compliance, administrative uniform standards, and legal accountability across educational systems.

109. (A) Letter Number, Subject, Date, Designation, and Signature
Formal administrative correspondence requires specific structural components, including a official dispatch number, concise subject line, date, sender designation, and authorized signature. These standard components establish administrative authenticity, facilitate systematic archiving, and ensure legal traceability within government and institutional record systems.

110. (B) Upward administrative reporting
Compiling and submitting administrative summary reports to higher executive authorities constitutes upward administrative reporting. Subordinate administrators gather operational metrics, analyze performance trends, and forward structured summaries to senior leadership. This vertical flow provides executives with essential data required for strategic planning and institutional decision-making.

111. (B) Perceptual / Cognitive filtering barrier
Perceptual filtering occurs when receivers interpret incoming messages through the lens of personal biases, prior expectations, or subjective preconceptions rather than objective facts. This cognitive distortion alters message meaning, leading to misinterpretation and misaligned responses. Overcoming perceptual barriers requires active self-awareness, objective evaluation, and clear feedback verification.

112. (D) Psychological halo/horns effect and perceptual bias
Dismissing operational reports based on prior negative personal impressions illustrates the horns effect and perceptual bias. This psychological barrier leads administrators to judge incoming messages through subjective prejudice rather than evaluating objective evidence. Such cognitive distortions impair fair administrative investigation, damage interpersonal trust, and result in flawed organizational decision-making.

Click Here to Buy book on Flipkart

establish psychological safety, open-door policies, and fair grievance procedures.

43. (A) Higher administrative authorities to subordinate personnel
Downward communication is the vertical transmission of information originating from executive leadership and flowing downward through hierarchical levels to subordinate personnel. It serves as the primary channel for issuing administrative orders, policy guidelines, operational assignments, and organizational goals, ensuring systematic coordination and unified alignment across all institutional departments.

44. (C) Official circulars and directives issued by the Principal
Official circulars and administrative directives issued by administrative heads represent classic vehicles for downward communication. These formal written instruments convey policy decisions, operational instructions, and performance expectations from executive leadership to teaching and non-teaching staff. They establish standard procedures and maintain organized operational control throughout the educational institution.

45. (B) Transmit institutional goals, administrative policies, and operational rules to employees
The primary function of downward communication is to inform staff regarding institutional objectives, organizational strategies, policy compliance standards, and administrative procedures. Clear downward directives ensure that employees understand their specific roles, duties, and operational boundaries. This vertical alignment coordinates work efforts, enforces institutional discipline, and optimizes performance across departments.

46. (B) Creation of an authoritarian atmosphere with minimal employee feedback
Over-reliance on downward communication creates an autocratic organizational environment characterized by unidirectional command and lack of subordinate participation. Ignoring upward feedback alienates employees, suppresses innovative ideas, and lowers job satisfaction. Without bidirectional communication channels, administrators remain unaware of operational flaws, staff dissatisfaction, and emerging workplace issues.

47. (A) Both A and R are true and R is the correct explanation of A
Exclusively utilizing top-down directives isolates teaching staff and reduces workplace engagement. Because downward communication is fundamentally instruction-driven, it limits opportunities for employee feedback or collaborative discussion. Without open upward channels to express concerns, staff members experience alienation, leading to diminished organizational trust and lowered morale across educational teams.

48. (C) Individuals operating at the same hierarchical level
Lateral or horizontal communication occurs between individuals who occupy equivalent status or rank within an organizational hierarchy. This communication pattern facilitates direct interaction among peers across different operational units or academic departments. It plays a crucial role in coordinating interdisciplinary tasks, sharing resources, and fostering collaborative problem-solving across school systems.

49. (B) The Science HOD conferring with the Math HOD to integrate STEM projects
Interaction between department heads of equal organizational status exemplifies lateral communication. When peer leaders consult directly, they exchange technical knowledge, align cross-curricular initiatives, and coordinate shared departmental resources. This peer-level collaboration enhances interdisciplinary integration, streamlines workflow across subject areas, and avoids unnecessary administrative delays through vertical channels.

50. (C) Lateral (horizontal) communication
Interactions between two Vice-Principals holding identical organizational rank constitute lateral administrative communication. Peer-level coordination regarding examination schedules, facility allocation, and operational logistics prevents departmental friction and ensures smooth execution. Direct horizontal alignment between equal administrative managers streamlines organizational functioning without burdening executive leadership with routine logistical choices.

MCQGPT

reduces workplace frustration, uncovers systemic problems quickly, and improves overall organizational morale.

122. (D) Submitting annual reports to Directorate and media
Submitting annual reports to external oversight departments and media organizations represents external administrative communication. This activity involves sharing institutional performance metrics, policy compliance data, and organizational achievements with external stakeholders. Effective external communication builds institutional transparency, fulfills statutory reporting requirements, and enhances public relations.

123. (C) Listening, understanding cues, and communicating assertively
Interpersonal communication competence involves combining active listening skills, non-verbal sensitivity, and assertive expression. Competent administrators decode verbal and non-verbal signals accurately while stating operational directives with clarity and respect. Developing these interpersonal skills reduces communication friction, builds professional trust, and fosters constructive workplace relationships.

124. (B) Any factor interfering with message transmission
In Shannon and Weaver's communication model, noise encompasses any environmental, physical, psychological, or semantic interference that disrupts message encoding, transmission, or decoding. Noise alters the intended message, creating distortion and potential misunderstanding. Identifying and mitigating sources of noise improves message clarity and transmission fidelity across channels.

125. (B) Lateral (horizontal) communication
Establishing regular cross-departmental curriculum meetings strengthens lateral communication between peer faculty groups across subject areas. This collaborative platform encourages resource sharing, aligns pedagogical standards, and resolves operational isolation. Enhancing horizontal linkages promotes academic continuity, fosters interdisciplinary collaboration, and improves professional cohesion across educational departments.

MCQGPT

126. (B) Providing standardized written points for routine tasks
Standard operating procedure manuals provide clear, standardized written guidelines for performing routine administrative and operational tasks. Establishing uniform procedures ensures operational consistency, minimizes execution errors, and maintains administrative quality across departments. SOPs preserve institutional memory and serve as essential training tools for new administrative staff.

127. (D) Maintaining open palm gestures and direct, soft eye contact
Displaying visible open palms, a relaxed body stance, and direct, gentle eye contact non-verbally signals honesty, accessibility, and receptivity. These open kinesic cues lower interpersonal defensiveness and invite collaborative dialogue. Leaders utilizing these welcoming non-verbal signals create a supportive atmosphere that encourages open feedback and mutual trust.

128. (B) Unidirectional commands expecting immediate compliance
An autocratic communication style is defined by unidirectional command structures where leaders issue directives expecting immediate compliance without subordinate consultation. Decisions are made centrally without soliciting feedback or encouraging dialogue. While efficient during immediate operational crises, exclusive autocratic communication suppresses employee initiative and lowers long-term morale.

129. (B) Minimal direction, allowing staff full autonomy
A laissez-faire communication style provides minimal supervisory direction, granting employees substantial autonomy in managing duties and making decisions. Leaders offer minimal direct guidance, relying on self-directed staff execution. While effective with highly experienced professionals, this approach risks causing operational ambiguity and goal misalignment if applied without structured benchmarks.

130. (D) I, II, and III
Face-to-face administrative exchanges incorporate content, relational, and non-verbal dimensions simultaneously. The content dimension conveys explicit factual information, the relational dimension defines authority and

148. (B) A collaborative, empathetic, and reassuring atmosphere
Removing physical barriers like large desks, maintaining steady eye contact, and speaking in a calm, modulated voice fosters a reassuring, collaborative environment. These non-verbal choices reduce interpersonal defensiveness and project empathy. Combining accessible proxemics with supportive vocalics encourages transparent communication and builds trust during sensitive stakeholder discussions.

149. (A) Because written documents provide permanent legal records
Written communication is essential for maintaining institutional memory because it creates permanent, auditable legal records of administrative decisions, operational policies, and official proceedings. Documented records survive administrative turnover, ensuring operational continuity and legal compliance over time. Preserving written documentation provides verifiable historical reference points and safeguards administrative accountability.

150. (C) Integrating formal and informal channels with active listening
Effective organizational communication in educational management relies on integrating formal administrative channels with informal feedback loops and active listening practices. Formal structures provide clear directives and official accountability, informal networks deliver rapid situational feedback, and active listening fosters trust and mutual respect. Combining these elements optimizes decision-making and builds a cohesive workplace climate.

****

Downloaded from www.pdf.tube

139. (A) The illusion of communication
The illusion of communication occurs when administrators assume that issuing a written order or formal notice automatically guarantees complete reception, accurate understanding, and compliance. This mistaken assumption ignores potential cognitive, semantic, and structural barriers. Effective leadership requires active follow-up, feedback verification, and clear execution monitoring to ensure intended operational outcomes.

140. (B) Comprehend staff emotional states without losing objective judgment
Empathetic understanding enables supervisors to perceive employees' emotional perspectives and underlying concerns while maintaining professional objectivity and administrative fairness. This balanced emotional perspective allows administrators to address interpersonal difficulties supportively without compromising institutional rules or performance standards. Empathy strengthens supervisory trust, improves workplace morale, and enhances conflict resolution outcomes.

141. (B) To reinforce and emphasize the spoken word
Non-verbal signals used during public speaking serve primarily to complement, emphasize, and reinforce spoken messages. Purposeful physical gestures, confident body posture, steady eye contact, and vocal modulations clarify key points and project professional sincerity. Aligning non-verbal behaviors with spoken words enhances listener engagement, improves message retention, and strengthens administrative presence.

142. (B) Active non-verbal engagement and listening
Continuous nodding, consistent eye contact, and diligent note-taking reflect active non-verbal engagement and attentive listening. These positive kinesic indicators demonstrate attentiveness, respect, and psychological presence during supervisory interactions. Displaying these supportive behaviors signals commitment to professional development and fosters constructive, productive dialogue between supervisors and staff.

143. (C) Adaptors
Adaptors are repetitive, self-directed non-verbal body movements that fulfill unconscious psychological needs or manage internal stress, anxiety, and fidgeting. Examples include tapping fingers, playing with accessories, or adjusting clothing. Recognizing adaptors helps observers detect implicit nervousness or emotional discomfort during supervisory meetings and high-stress interpersonal interactions.

144. (D) Emblems
Emblems are specific non-verbal gestures that carry direct, culturally recognized verbal translations, such as a thumbs-up or head nod. These intentional kinesic signals can completely substitute for spoken words within a culture. Using emblems provides clear, immediate non-verbal feedback during administrative interactions and public presentations.

145. (D) I, II, III, and IV
Kinesic non-verbal communication includes emblems, illustrators, affect displays, and regulators. Emblems provide direct gesture translations, illustrators accompany and emphasize spoken language, affect displays communicate facial emotions, and regulators manage conversational turn-taking. Understanding these four distinct categories allows administrators to decode non-verbal interactions accurately within educational leadership settings.

146. (B) The study of spatial usage in communication
Proxemics is the branch of non-verbal communication that investigates how individuals utilize physical space, seating arrangements, and interpersonal distance to communicate social relationships and authority. Spatial management influences workplace comfort, perceived accessibility, and formal power dynamics during administrative exchanges. Arranging physical environments strategically facilitates effective supervisory interactions.

147. (B) Authority, formal distance, and power dominance
Conducting professional meetings from behind a large executive desk elevated above visitors uses physical spatial arrangements to project formal authority, social distance, and power dominance. This physical configuration reinforces hierarchical boundaries and maintains formal separation. While preserving executive authority, such spatial barriers can increase interpersonal defensiveness during open collaborative discussions.

MCQGPT

methods
(B) Traditional seniority-based priority resource allocation
(C) Cost-Benefit Analysis and Decision Matrix
(D) Unstructured random selection processes

25. Line-and-Staff organizational structure in educational institutions differentiates between:
(A) Permanent regular teaching staff and temporary guest faculty members
(B) Core academic classroom activities and non-academic co-curricular events
(C) Foundational primary school sections and senior secondary academic wings
(D) Operational line authority and advisory support authority

26. Delegation of authority in school management involves transferring:
(A) Operational task authority while retaining overall institutional accountability
(B) Final statutory institutional accountability along with routine operational duties and tasks
(C) Only undesirable non-academic clerical tasks strictly to temporary auxiliary staff members
(D) Complete unmonitored managerial control without any mandatory reporting or administrative oversight

27. Which principle of organizational management states that an employee should receive orders from and be accountable to only one direct superior?
(A) Principle of Span of Control
(B) Principle of Unity of Command
(C) Principle of Scalar Chain
(D) Principle of Division of Labor

28. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Effective delegation of authority empowers middle-level administrative staff and improves operational efficiency in schools.
Reason (R): Delegation of authority relieves the Principal of ultimate statutory accountability towards educational authorities.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

29. In constructing a master school timetable, the "principle of fatigue" dictates that:
(A) High cognitive load subjects should be scheduled in the early periods of the day
(B) Physical Education and Library periods should be placed exclusively during the morning registration hour every day
(C) Complex academic subjects requiring deep focus should always be placed in the final period of the afternoon schedule
(D) All classroom periods across the daily schedule must maintain equal cognitive difficulty throughout the entire school day

30. Span of Management (or Span of Control) in an educational organizational structure refers to:
(A) The overall physical length and spatial dimensions of the main school building complex
(B) The total continuous tenure completed by a Principal within a single educational institution
(C) The number of subordinates an administrator can efficiently supervise
(D) The total cumulative number of students currently enrolled across all grades in a school

31. Which type of timetable in a school shows the allocation of physical classrooms and laboratory spaces to various classes and teachers at any given time?
(A) Teacher's Timetable
(B) Class Timetable
(C) Vacant Period / Arrangement Timetable
(D) Premises / Room Allocation Timetable

32. Consider the following factors when constructing a balanced School Master Timetable:
I. Distribution of cognitive load across periods
II. Optimum utilization of specialized infrastructure (laboratories, playfields)
III. Teacher workload norms as per statutory rules
IV. Individual teacher personal preferences for arrival timing
Which of the above factors are critical considerations?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) I, II, III, and IV

Click Here to Buy book on Amazon

CHAPTER 15

Role of IT in Communication

1. Which classical administration framework, formulated by Luther Gulick, encapsulates the core administrative functions of a chief executive in an organization?
(A) POLC Framework
(B) POSDCORB
(C) CIPP Model
(D) SWOT Analysis

2. In the POSDCORB framework of educational management, what specific administrative function does the letter 'CO' represent?
(A) Controlling operations
(B) Co-operating with local communities
(C) Organizing curriculum delivery
(D) Co-ordinating various divisions of work

3. Educational management is distinct from general administrative management primarily because educational management:
(A) Focuses on human development and pedagogical goals rather than purely material output
(B) Operates strictly without financial constraints or public accountability
(C) Relies exclusively on non-formal organizational structures
(D) Rejects central leadership in favor of complete absolute autonomy

4. Who among the following administrative theorists introduced the classical management principles upon which modern school management structures are constructed?
(A) Elton Mayo
(B) Carl Rogers
(C) Henri Fayol
(D) Lev Vygotsky

5. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Educational management requires a combination of technical, human, and conceptual skills by the Head of School.
Reason (R): School administration deals directly with human resources, curriculum implementation, and institutional governance simultaneously.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Which function of educational management involves establishing an explicit formal structure of authority through which work subdivisions are defined and arranged for the chosen objective?
(A) Staffing
(B) Directing
(C) Reporting
(D) Organizing

7. In educational governance, the scope of educational management encompasses which of the following primary dimensions?
(A) Institutional student admissions, classroom attendance tracking, and routine discipline
(B) Financial, academic, physical, and human resource management
(C) Conduct of external board examinations, annual assessments, and grading procedures
(D) Political lobbying, external relations, and community infrastructure development projects

8. Consider the following components in a school context:
I. Planning and Budgeting
II. Organizing and Staffing
III. Directing and Co-ordinating
IV. Curriculum designing and pedagogical evaluation
Which of the above components are core elements of the POSDCORB administrative cycle?
(A) I and II only
(B) I, II, and III only
(C) II and IV only
(D) I, III, and IV only

MCQGPT

9. Which management approach emphasizes that there is no single best way to manage an educational institution, and that administrative decisions depend on external and internal contextual variables?
(A) Classical Bureaucratic Management Approach
(B) Scientific Management Systems Approach
(C) Human Relations Movement Approach
(D) Contingency Management Approach

10. The application of Frederick Winslow Taylor's Scientific Management principles to school administration is most evident in:
(A) Work task standardization, time-and-motion studies, and division of labor
(B) Promoting reflective pedagogical practices, self-appraisal, and continuous professional growth
(C) Fostering transformational community engagement, shared vision, and local partnership building
(D) Democratic decision-making, stakeholder participation, and participatory institutional governance

11. A Principal of a Directorate of Education school in Delhi notices that administrative tasks are frequently delayed because staff members are unclear about reporting channels and functional responsibilities. To systematically address this structural issue, which managerial step should the Principal undertake first?
(A) Issue immediate formal penalty notices, written warnings, and salary deductions to all staff members
(B) Draft an organizational chart defining work division, authority lines, and functional roles
(C) Outsource all routine administrative and clerical work completely to external private service agencies
(D) Suspend routine academic supervision and instructional monitoring until the end of the current academic session

12. Which function under POSDCORB involves keeping those to whom the chief executive is responsible informed as to what is going on through records, research, and inspection?
(A) Directing
(B) Reporting
(C) Budgeting
(D) Planning

13. Institutional Planning in school management is best defined as a process of planning that is:
(A) Drafted by an individual school based on its specific needs, available resources, and growth potential
(B) Drafted exclusively by the Central Ministry of Education for nationwide uniform application across all state schools
(C) Prepared solely by external financial audit agencies during annual statutory inspections and compliance reviews
(D) Restricted entirely to physical infrastructure maintenance, civil construction works, and facility expansion

14. Consider the following stages of Institutional Planning in a school:
I. Needs assessment and situational analysis
II. Formulation of specific objectives and target setting
III. Execution and resource allocation
IV. Continuous evaluation and feedback
Which of the following options represents the correct logical sequence of these stages?
(A) I → II → III → IV
(B) II → I → IV → III
(C) III → I → II → IV
(D) I → III → II → IV

15. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Institutional planning enhances the optimum utilization of existing institutional resources.
Reason (R): It involves the active participation of teachers, school heads, and local stakeholders in identifying local needs and drafting developmental action plans.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. Herbert Simon's Decision-Making Model categorizes administrative decisions primarily into which two major types?
(A) Comprehensive financial decisions and pedagogical decisions
(B) Centralized democratic decisions and autocratic decisions
(C) Programmed decisions and non-programmed

Downloaded from www.pdf.tube

decisions
(D) Operational short-term decisions and strategic decisions

17. In administrative decision-making theory, the concept of "Bounded Rationality" proposed by Herbert Simon implies that administrators:
(A) Always make perfectly optimal decisions based on complete, exhaustive operational information and data
(B) Make "satisficing" decisions due to limited cognitive capacities and incomplete information
(C) Make critical decisions purely based on personal intuition without applying systematic logical reasoning
(D) Delegate all primary decision-making authority and operational responsibility to subordinate committees

18. Consider the following statements regarding Decision-Making in school administration:
I. Programmed decisions deal with routine, repetitive, and well-defined administrative tasks.
II. Non-programmed decisions address novel, unstructured, and complex institutional problems.
III. Rational decision-making requires evaluating all possible alternatives against clear objective criteria.
IV. Bounded rationality asserts that school heads always achieve absolute optimal choices.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

19. The process of Institutional Planning was strongly recommended for universal implementation in Indian schools by which historic educational commission?
(A) University Education Commission (Radhakrishnan Commission, 1948-49)
(B) Secondary Education Commission (Mudaliar Commission, 1952-53)
(C) Education Commission (Kothari Commission, 1964-66)
(D) National Knowledge Commission (Sam Pitroda Committee, 2005)

20. In the decision-making process, "Satisficing" refers to:
(A) Selecting the absolute optimal alternative regardless of implementation cost or time constraints
(B) Delaying administrative decisions indefinitely until complete consensus is reached among all teachers
(C) Selecting an alternative that meets minimum acceptable performance criteria
(D) Rejecting all proposed potential solutions due to a total lack of complete empirical evidence

21. Which type of decision-making style involves the Principal encouraging active discussion, seeking inputs from staff members, but retaining the final legal responsibility for the institutional outcome?
(A) Consultative style
(B) Autocratic leadership style
(C) Laissez-faire leadership style
(D) Bureaucratic administrative style

MCQGPT

22. Scenario: A Principal takes over a Delhi Government school with low academic performance, high absenteeism, and limited financial allocation under VKS (Vidyalaya Kalyan Samiti). To draft an effective Institutional Plan, what should be the Principal's immediate baseline action?
(A) Request an immediate administrative transfer to a high-performing well-resourced school in another zone
(B) Suspend all non-teaching activities immediately and focus exclusively on commercial test-drill preparation
(C) Sanction heavy financial expenditure far beyond approved budget limits without obtaining statutory sanctions
(D) Conduct a situational diagnosis with staff and SMC members to map resources and gaps

23. A short-term action plan within an Institutional Plan typically spans a duration of:
(A) 10 to 15 academic years duration
(B) 5 to 7 academic years duration
(C) 1 academic year or less
(D) 20 full calendar years duration

24. Which administrative technique is most suitable for evaluating competing project alternatives under conditions of technical uncertainty in school developmental planning?
(A) Subjective arbitrary intuitive ranking

Reason (R): School records provide evidentiary documentation for legal compliance, administrative continuity, statutory audits, and student progression tracking.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. Which official record in a Delhi Government school serves as the primary legal document recording the original entry into service, leaves, qualifications, and service verification of an employee?
(A) Contingency Register
(B) Service Book
(C) Acittance Roll
(D) Cash Book

44. In a school's stock register management, consumable items (such as chalk, stationery, chemicals) and non-consumable items (such as furniture, computers, lab equipment) are maintained in:
(A) A single combined informal notebook maintained by the storekeeper
(B) Separate Consumable and Non-Consumable Stock Registers
(C) Public display boards located outside the administrative office only
(D) The personal administrative diary maintained by the Vice-Principal

45. Consider the following statements regarding School Records Management:
I. Stock registers must be physically verified at least once every year by a designated officer.
II. Cash Book entries must be attested by the Head of Office / DDO on a daily basis when transactions occur.
III. Cumulative Record Cards track a student's holistic academic, physical, social, and emotional development.
IV. Service Books are maintained only for guest and contract teachers, not permanent staff.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

46. What is the key distinction between Quality Control (QC) and Quality Assurance (QA) in educational management?
(A) QC is strictly process-oriented across operations, while QA is exclusively product-oriented in final outcomes
(B) QC applies only to teaching staff evaluations, while QA applies only to student academic assessment results
(C) QC is reactive and product-focused, while QA is proactive and process-focused
(D) QC is executed exclusively by external government inspectors, while QA is strictly prohibited in public schools

47. In SWOT Analysis, factors categorized under "Strengths" and "Weaknesses" are:
(A) External environmental factors outside the organization
(B) Unpredictable environmental hazards and macro-market trends
(C) Exclusively short-term financial budget allocation parameters
(D) Internal factors within the institution

48. The "Cumulative Record Card" (CRC) of a student in a school is primarily used for:
(A) Recording outstanding financial fee dues, library fines, and monetary penalties
(B) Documenting urgent structural civil repairs and physical maintenance needed in classrooms
(C) Maintaining a continuous record of pupil progress across learning domains
(D) Registering daily teacher attendance logs and Leave Travel Concession records

49. Educational Supervision differs fundamentally from Traditional Educational Inspection in that Supervision is:
(A) Authoritarian, fault-finding, punitive, and focused strictly on administrative compliance
(B) Democratic, guidance-oriented, and focused on improving classroom pedagogy
(C) Strictly confined to checking financial registers, cash books, and stock records
(D) Performed exclusively by external statutory police and judicial audit authorities

50. Which type of supervision focuses primarily on identifying and remedying specific weaknesses or errors in pedagogical delivery after they occur?
(A) Preventive supervisory model
(B) Creative supervisory model

Click Here to Buy book on Flipkart

33. The unbroken line of authority that extends from the top executive down to the lowest level of the organization is known as the:
(A) Span of control
(B) Scalar chain
(C) Functional matrix
(D) Decentralized network

34. What is the primary purpose of preparing a "Substitution / Arrangement Timetable" on a daily basis in a school?
(A) To permanently restructure the annual syllabus distribution across various academic departments
(B) To conduct sudden unannounced quality audit checks on student exercise books and assignments
(C) To systematically reduce the official daily working hours of non-teaching administrative staff
(D) To maintain classroom supervision and student engagement during teacher absences

35. A "tall" organizational structure characterized by many hierarchical levels and narrow spans of control usually results in:
(A) Longer communication channels and potential bureaucratic delays
(B) Fast decision-making and high administrative agility
(C) Total elimination of supervisory oversight
(D) Equal distribution of administrative authority among all staff

36. When delegating responsibility to Vice-Principals or Senior Teachers, the Principal must ensure the application of the "Principle of Parity," which mandates that:
(A) Salary paid must be identical across all cadres
(B) Teaching load must be divided equally regardless of specialization
(C) Authority granted must be equal to the responsibility assigned
(D) Work hours must be reduced proportionally with delegation

37. Total Quality Management (TQM) in education is a philosophy of continuous improvement focused primarily on meeting and exceeding the needs of internal and external:
(A) Key beneficiaries (students, parents, and society)
(B) External statutory financial auditing firms and agencies
(C) Regional political lobbying organizations and advocacy groups
(D) Private civil construction contractors and facility suppliers

38. Scenario: A Vice-Principal observes that student performance in Science subjects in Class X has declined over three consecutive years. Applying a SWOT Analysis framework, where would the "lack of well-equipped modern science laboratories" be classified?
(A) Internal Strength
(B) External Opportunity
(C) External Threat
(D) Internal Weakness

39. In a SWOT analysis of a school, an increase in government funding for ICT infrastructure or PM SHRI scheme support represents a/an:
(A) Institutional strength
(B) External opportunity
(C) Institutional weakness
(D) Environmental threat

40. Quality Assurance in educational management emphasizes:
(A) Detecting operational flaws only at the end of the academic session after examination results are declared
(B) Relying solely on strict punitive administrative action against teachers failing to meet targets
(C) Preventive processes and continuous systemic checks to maintain standards
(D) Eliminating all standardized learning outcome testing metrics across all educational levels

41. W. Edwards Deming's PDCA cycle, widely applied in TQM and institutional continuous improvement, stands for:
(A) Prepare - Develop - Control - Assess
(B) Predict - Design - Coordinate - Analyze
(C) Program - Direct - Communicate - Audit
(D) Plan - Do - Check - Act

42. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Maintaining official school records like Stock Registers, Service Books, and Cumulative Record Cards is a critical managerial function.

Downloaded from www.pdf.tube

rapport between speakers, and non-verbal cues express emotional context. Managing all three dimensions effectively ensures clear communication, positive relationships, and mutual understanding.

131. (B) The 7 Cs of Communication
The Seven Cs of Communication—Clarity, Conciseness, Concreteness, Correctness, Coherence, Completeness, and Courtesy—form a foundational framework for administrative communication. Applying these core principles ensures that messages are easily understood, accurate, respectful, and actionable, reducing misunderstandings and optimizing institutional information exchange across all operational levels.

132. (B) Private, specific, objective, actionable, and supportive
Delivering supervisory feedback effectively requires private settings, objective focus, specific observations, actionable recommendations, and a supportive tone. Public criticism or vague generalizations provoke defensiveness and damage self-esteem. Constructive, supportive feedback focuses on professional growth, builds mutual trust, and encourages positive performance improvements.

133. (C) Face-to-face personal interaction
Face-to-face interaction offers the highest media richness because it combines immediate bi-directional verbal exchange, real-time non-verbal signals, vocal paralanguage, and personalized framing. This multi-channel feedback capability enables instant clarification and emotional attunement, making in-person communication the most effective medium for resolving complex or sensitive organizational issues.

134. (B) High-richness media such as face-to-face meetings
Media Richness Theory posits that complex, ambiguous, or emotionally charged organizational topics should be addressed through high-richness media like face-to-face meetings. High-richness channels provide immediate interactive feedback, non-verbal cues, and personal attunement, allowing leaders to clear up misunderstandings, alleviate anxiety, and build consensus effectively during sensitive discussions.

135. (B) Organizing an interactive face-to-face staff meeting
Addressing widespread employee anxiety regarding institutional policy restructuring requires high-richness media like interactive face-to-face meetings. Direct personal interaction allows administrators to explain policy rationale, interpret non-verbal reactions, and address staff concerns immediately. This open, responsive dialogic approach reduces uncertainty, builds trust, and fosters consensus across departments.

136. (B) Wide geographical separation between academic blocks without inter-office phones
Substantial physical distance between operational facilities without adequate communication infrastructure creates major physical barriers to administrative communication. Geographical separation impedes spontaneous interpersonal contact, delays information distribution, and fosters organizational isolation across units. Overcoming these spatial obstacles requires implementing robust digital networks and regular cross-building coordination.

MCQGPT

137. (D) Flawed organizational design and rigid reporting rules
Structural barriers in administrative communication stem from flawed organizational design, excessive hierarchical layers, and overly rigid reporting procedures. Highly centralized command structures delay information flow, isolate operational departments, and restrict multi-directional feedback. Modernizing organizational frameworks and streamlining reporting pathways helps eliminate structural bottlenecks and enhances operational coordination.

138. (A) Both A and R are true and R is the correct explanation of A
Implementing digital communication systems accelerates institutional workflows by enabling real-time message delivery, instant multi-recipient broadcasts, and automated record archiving. Digital platforms eliminate physical delays associated with traditional paper routing, ensuring swift policy distribution. Because instant digital transmission speeds up information access, it directly enhances operational efficiency across administrative setups.

(C) Clinical supervisory model
(D) Corrective supervision

51. Supervision aimed at anticipating potential instructional difficulties and providing proactive guidance to teachers before issues arise is known as:
(A) Preventive supervision
(B) Corrective supervisory approach
(C) Creative supervisory approach
(D) Autocratic supervisory style

52. Scenario: An experienced Principal observes a newly appointed PGT who possesses strong subject knowledge but struggles with classroom management and questioning techniques. The Principal conducts a pre-observation conference, observes the lesson, collects objective classroom interaction data, and conducts a post-observation feedback dialogue to co-develop improvement strategies. This scenario exemplifies:
(A) Traditional Inspection
(B) Corrective Inspection
(C) Clinical Supervision
(D) Laissez-faire supervision

53. Which type of educational supervision encourages teachers to experiment with innovative pedagogical approaches, action research, and novel instructional techniques?
(A) Creative Supervision
(B) Coercive Supervision
(C) Inspectional Supervision
(D) Preventive Supervision

54. In Academic Supervision, the modern role of the Head of Institution is transformed from a "fault-finder" to a:
(A) Rigid bureaucratic controller enforcing rules
(B) Strict disciplinary prosecutor issuing notices
(C) External administrative auditor inspecting files
(D) Instructional facilitator and mentor

55. What is the core objective of Democratic Supervision in school management?
(A) Imposing rigid central administrative directives without allowing any local institutional variation
(B) Fostering collaborative decision-making and shared responsibility
(C) Allowing complete unregulated freedom without providing any supervisory monitoring or constructive feedback
(D) Inspecting non-teaching administrative staff attendance records and contingent leaves exclusively

56. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Clinical supervision involves a systematic, cycle-based observational procedure directly focused on improving classroom instruction.
Reason (R): Clinical supervision relies primarily on surprise administrative raids and objective grading of teacher punishment efficiency.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

57. Academic Mentoring in schools involves:
(A) A formal statutory disciplinary inquiry process leading to service suspension or termination
(B) Assigning routine administrative clerical work and stock verification tasks to senior teachers
(C) Standardized mandatory testing of teachers' subject matter domain knowledge on an annual basis
(D) A supportive relationship guiding a colleague's professional growth

58. Which of the following is a key feature of Clinical Supervision as conceptualized by Goldhammer and Cogan?
(A) Direct classroom observation followed by collaborative analysis
(B) Annual confidential performance reporting conducted without any direct teacher interaction
(C) Conducting surprise administrative inspections during ongoing term-end examination hours
(D) Routine financial audit of departmental contingent funds and official purchase registers

59. The primary objective of Educational Inspection during the colonial and early post-independence era was:
(A) Pedagogical capacity building, teacher empowerment, and continuous professional

Click Here to Buy book on Amazon

Which designated administrative web portal of the Directorate of Education, GNCTD is utilized for these integrated functions?
(A) Shodhganga Portal
(B) SWAYAM PRABHA Portal
(C) EduDel Portal
(D) DARPG Portal

113. On the Directorate of Education, Delhi (EduDel) portal, what does the MIS module primarily facilitate for school administrators?
(A) Purchasing curriculum textbooks directly from international private commercial publishing houses
(B) Online management of student admissions, transfers, marks entry, and staff profiles
(C) Issuing official municipal birth and death certificates directly to the general local public
(D) Direct execution and legal monitoring of public civil infrastructure and building tenders

114. The online digital system implemented in Delhi schools for automating school library book inventory, issuing, and cataloging is:
(A) DIKSHA National Portal
(B) SWAYAM Portal System
(C) U-DISE+ Database System
(D) E-Granthalaya / SLiMS

115. What is the national unified online database system managed by the Ministry of Education for collecting comprehensive annual data on all recognized schools, teachers, and students across India?
(A) U-DISE+
(B) NISHTHA Portal
(C) PM-eVIDYA Network
(D) NIPUN Bharat Portal

116. Digital record-keeping systems in schools significantly enhance administrative efficiency primarily by:
(A) Significantly increasing physical paper accumulation and record storage in file rooms
(B) Completely eliminating any necessity for continuous supervisory administrative oversight
(C) Ensuring rapid data retrieval, reduced redundancy, and real-time monitoring
(D) Restricting official parent communication exclusively to paper-based manual notices

117. Which digital platform serves as the National Digital Infrastructure for Teachers in India, offering digital textbooks, interactive learning resources, and continuous professional development (CPD) modules?
(A) DIKSHA
(B) EDUSAT
(C) SAMARTH
(D) NPTEL

118. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): The implementation of ICT tools in Delhi Government school administration has improved operational efficiency and reduced reporting delays.
Reason (R): ICT platforms automate routine data collection, streamline communications, and enable instant verification of student and staff records.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

119. Online communication platforms (such as official WhatsApp groups, SMS portals, and parent portals) benefit parent-teacher interaction by:
(A) Completely eliminating any operational need for holding periodic physical Parent-Teacher Meetings
(B) Enabling continuous updates on attendance, progress, and announcements
(C) Allowing parent associations to directly alter and modify statutory school governance policy
(D) Replacing direct teacher classroom instruction entirely with automated mobile text alerts

MCQGPT

120. In school administration, synchronous video conferencing tools (such as Microsoft Teams, Zoom, or Google Meet) are most effectively utilized for:
(A) Conducting physical annual verification of non-consumable laboratory and office stock
(B) Issuing direct petty cash disbursements and payments to contingent campus laborers
(C) Holding real-time virtual meetings, review sessions, and webinars
(D) Safely storing hard-copy physical service

(A) Influence, Motivation, Intellectual Stimulation, Consideration
(B) Systematic Inspection, Direct Intervention, Instructional Monitoring, and Implementation
(C) Professional Isolation, Institutional Identity, Systemic Integration, and Institutionalization
(D) Information Dissemination, Direct Instruction, Structured Inquiry, and Educational Assessment

68. Transactional Leadership operates primarily through:
(A) Transforming institutional culture through visionary leadership and inspirational motivation strategies
(B) Complete unmonitored delegation of all administrative authority without formal supervisory oversight
(C) Clarifying performance expectations using contingent rewards and punishments
(D) Distributing instructional leadership authority broadly across student councils and peer committees

69. Instructional Leadership theory focuses primarily on the Principal's role as a/an:
(A) Educational leader focused on curriculum, instructional supervision, and learning outcomes
(B) Chief financial accounting officer, physical facility coordinator, and institutional asset manager
(C) Primary external liaison officer coordinating directly with local political and community organizations
(D) Routine administrative clerical record keeper responsible for maintaining daily official logs

70. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Distributed Leadership views leadership as a collective network of practice dispersed across multiple individuals within the school rather than confined to a single heroic Principal.
Reason (R): Modern school administration requires complex instructional expertise, necessitating the shared involvement of Vice-Principals, Heads of Departments, and Teacher Leaders.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. According to Blake and Mouton's Managerial Grid, a school administrator who displays high concern for people along with high concern for task completion demonstrates which leadership style?
(A) Impoverished Management (1,1)
(B) Country Club Management (1,9)
(C) Task Management (9,1)
(D) Team Management (9,9)

72. In Hersey and Blanchard's Situational Leadership Model, a "Participating" (S3) style is most appropriate for followers with which level of readiness?
(A) Completely Unable and Unwilling (R1)
(B) Technically Unable but Willing (R2)
(C) Able but Unwilling (R3)
(D) Fully Able and Highly Willing (R4)

73. Which leadership theory emphasizes the concept of "LPC" (Least Preferred Co-worker) scale to measure whether a leader is task-oriented or relationship-oriented?
(A) House's Path-Goal Theory
(B) Vroom-Yetton Decision Model
(C) Burns' Transformational Theory
(D) Fiedler's Contingency Theory

74. Leadership behavior categorized as "Initiating Structure" in the Ohio State Leadership Studies focuses on:
(A) Organizing work, defining roles, and establishing formal communication channels
(B) Establishing warm interpersonal relationships, mutual trust, and supportive staff rapport
(C) Granting complete operational freedom and unconditional autonomy to all staff members
(D) Maintaining financial transparency across all contingent cash books and ledger accounts

75. Consider the following statements regarding Leadership Theories in educational management:
I. Trait Theory assumes leaders are born with specific personality attributes.
II. Transformational leaders inspire followers to transcend self-interest for the organizational vision.
III. Instructional leaders spend significant

Downloaded from www.pdf.tube

connectivity issues, and resistance to change

128. Scenario: A school administration experiences a ransomware attack that encrypts administrative files stored on a local computer. What preventive data management strategy would have ensured immediate recovery of vital student and staff records?
(A) Deleting all existing digital databases and returning to manual paper registers permanently
(B) Sharing confidential administrative login passwords with external unverified commercial agencies
(C) Maintaining secure off-site cloud data backups
(D) Shutting down the entire school local area network permanently to avoid online exposure

129. The NDEAR (National Digital Education Architecture) framework launched under NEP 2020 aims to create:
(A) A monolithic proprietary software system owned and managed exclusively by private contractors
(B) An open, interoperable digital infrastructure connecting diverse tools and applications
(C) A strictly restricted internal intranet network designed exclusively for central ministerial officers
(D) A specialized social media networking platform created specifically for registered school alumni

130. In the Directorate of Education, Delhi, the "VKS" (Vidyalaya Kalyan Samiti) module integrated into the online portal allows the school administration to:
(A) Issue international passports and travel visas to foreign visitors
(B) Grade national-level competitive examination answer scripts online
(C) Conduct official online election voting for local public offices
(D) Plan, record proposals, and manage VKS funds digitally

131. Digital record-keeping for Student Cumulative Cards in online databases allows teachers to:
(A) Track academic performance, attendance trends, and holistic student growth efficiently
(B) Erase complete student academic history automatically at the end of every academic session
(C) Share private confidential student health records publicly on main school bulletin boards
(D) Restrict student grade promotion based strictly on automated algorithms without teacher review

MCQGPT

132. What is the main administrative advantage of implementing an online leave management system on the EduDel portal for Delhi school teachers?
(A) Mandatory statutory forfeiture of all unavailed earned leaves on an annual basis
(B) Total systematic elimination of all casual leave entitlements for regular teaching staff
(C) Instant online application, transparent processing, and real-time leave tracking
(D) Automatic delegation of daily classroom teaching duties to artificial intelligence bots

133. In administrative ICT systems, "Role-Based Access Control" (RBAC) ensures that:
(A) Access permissions are granted strictly according to specific job roles and authorization levels
(B) All system users possess unrestricted viewing access to all institutional financial and confidential staff records
(C) Only external private technical consultants are permitted to view and process school administrative database records
(D) Enrolled students automatically possess super-administrator privileges on all official school management portals

134. Which national portal provides free access to high-quality e-books, audiobooks, educational video lessons, and digital learning assets developed by NCERT across classes I to XII?
(A) GEM Portal
(B) SPARSH Portal
(C) E-Sanjeevani
(D) e-Pathshala

135. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): Maintaining data security and student privacy is a mandatory legal and ethical responsibility for school administrators using IT platforms.
Reason (R): Unauthorized exposure of student personal data can lead to privacy violations,

84. In Vroom's Expectancy Theory, "Valence" refers to:
(A) The perceived probability that effort will lead to successful performance
(B) The perceived probability that performance will lead to a desired outcome
(C) Preference strength for a specific outcome or reward
(D) The total physical energy expended during routine daily task execution

85. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): According to McGregor's Theory Y, a Principal should create an organizational environment where teachers can achieve their own goals best by directing their efforts toward institutional success.
Reason (R): Theory Y assumes that employees are naturally passive, lazy, lack ambition, and prefer to be closely directed at all times.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. In Alderfer's ERG Theory, the three core groups of human needs are:
(A) Effort, Reward, and Goal
(B) Esteem, Rationality, and Governance
(C) Environment, Resources, and Guidance
(D) Existence, Relatedness, and Growth

87. McClelland's Theory of Needs identifies which three dominant learned motivators?
(A) Need for Safety, Need for Status, and Need for Financial Salary
(B) Achievement, Power, and Affiliation needs
(C) Need for Structure, Need for Control, and Need for Operational Freedom
(D) Need for Knowledge, Need for Skill, and Need for Positive Attitude

88. Adams' Equity Theory suggests that employee motivation is heavily influenced by perceptions of fairness regarding:
(A) Absolute financial compensation received regardless of actual work performance
(B) The physical size and technical amenities of the administrative workspace allocated
(C) Input-to-outcome ratio fairness compared to reference others
(D) The formal administrative hierarchy and rank structure within the department

89. In Herzberg's theory, inadequate hygiene factors lead to:
(A) High job satisfaction and high motivation
(B) Pure self-actualization
(C) Instant organizational commitment
(D) Job dissatisfaction

90. Which motivation theory emphasizes that specific, challenging goals accompanied by constructive feedback lead to higher performance levels?
(A) Locke's Goal-Setting Theory
(B) Maslow's Need Hierarchy
(C) McGregor's Theory X
(D) Skinner's Operant Conditioning

91. Downward communication in an educational institution flows from:
(A) Classroom teachers directly to the Head of Institution
(B) Management or Principal to staff and subordinates
(C) Student class representatives to teacher academic committees
(D) SMC parent representatives to external private contractors

92. Consider the following elements of communication:
I. Source
II. Message
III. Channel
IV. Receiver
Which of the above are essential components of Berlo's SMCR model of communication?
(A) I and II only
(B) I, II, and III only
(C) I, II, III, and IV
(D) II and IV only

93. What type of organizational communication occurs between staff members who operate at the same hierarchical level in a school (e.g., between two PGTs of different departments)?
(A) Horizontal communication
(B) Vertical scalar communication
(C) Diagonal cross communication
(D) Upward scalar communication

94. The formal communication channel in a school that bypasses hierarchical levels to communicate directly across functional areas (e.g., Vice-

Click Here to Buy book on Flipkart

Principal communicating directly with a junior lab assistant of another department in emergency situations) is known as:
(A) Upward scalar formal channel
(B) Informal grapevine communication
(C) Diagonal communication
(D) Laissez-faire administrative channel

95. In Thomas-Kilmann Conflict Mode Instrument, a conflict handling style characterized by high concern for self and high concern for others, aiming to find a win-win solution, is:
(A) Competing
(B) Avoiding
(C) Accommodating
(D) Collaborating

96. Scenario: Two senior teachers in a school are in sharp disagreement over the allocation of examination duties and computer lab time slots. The Principal brings both parties together, listens objectively, identifies common goals, and co-creates an equitable shared schedule that satisfies both parties' core requirements without compromising school standards. Which conflict resolution style was utilized by the Principal?
(A) Avoiding conflict
(B) Dominating / Competing style
(C) Collaborating
(D) Smoothing over / Ignoring style

97. Kurt Lewin's 3-Stage Model of Change Management follows which sequential progression?
(A) Unfreezing → Moving → Refreezing
(B) Strategic Planning → Execution → System Evaluation
(C) Initial Freezing → Unfreezing → Re-altering Stage
(D) Problem Diagnosis → Resistance → Staff Acceptance

98. In Kurt Lewin's Force Field Analysis, organizational change occurs when:
(A) Restraining forces significantly exceed driving forces within the system
(B) All administrative decision-making authority is strictly centralized
(C) Both driving forces and restraining forces are completely removed from the environment
(D) Driving forces are strengthened and restraining forces are reduced

99. Teacher Appraisal in modern school management aims primarily at:
(A) Identifying developmental needs and enhancing instructional quality
(B) Punishing teachers whose students achieve lower pass percentages in board exams
(C) Replacing traditional annual confidential reports entirely with public student grading
(D) Arbitrarily terminating non-permanent teachers without official administrative cause

MCQGPT

100. Given below are two statements, one labeled as Assertion (A) and the other labeled as Reason (R).
Assertion (A): School Culture refers to the deep structure of beliefs, values, norms, and traditions shared by members over time, whereas School Climate refers to the current atmosphere and perceptions of the school environment.
Reason (R): School Climate is permanent and unchangeable, while School Culture changes on a daily basis depending on administrative orders.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

101. Under the Right to Education (RTE) Act, 2009, what is the mandatory proportion of parents/ guardians in a School Management Committee (SMC)?
(A) At least 50%
(B) At least 75%
(C) Exactly 25%
(D) 100%

102. Under the RTE Act, 2009, what percentage of seats in the SMC must be reserved for women?
(A) At least 33%
(B) At least 50%
(C) At least 25%
(D) Exactly 60%

103. In Delhi Government schools, the School Management Committee (SMC) is primarily responsible for which key function under Section 21 of the RTE Act?
(A) Conducting formal legal disciplinary proceedings against government teaching staff
(B) Preparing the SDP and monitoring school

functioning
(C) Appointing regular permanent government teachers directly at the institutional level
(D) Conducting annual financial audits of the central Directorate of Education office

104. The term "Grapevine" in organizational communication theory refers to:
(A) Formal administrative circulars and official policies issued by the Directorate
(B) Downward instructional notices placed on main administrative bulletin boards
(C) Informal communication networks within an organization
(D) Statutory official reporting structures defined in executive legislation

105. Consider the following statements regarding School Climate and Culture:
I. Open school climate is characterized by high teacher morale, mutual trust, and supportive leadership.
II. Closed school climate exhibits high administrative rigidity, low teacher satisfaction, and lack of trust.
III. Organizational culture encompasses underlying values, history, and deeply embedded traditions.
IV. School climate cannot be influenced or modified by leadership practices.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

106. In John Kotter's 8-Step Change Leadership Model, what is the critical first step in initiating organizational transformation?
(A) Establishing a sense of urgency
(B) Generating short-term wins
(C) Anchor new approaches in the culture
(D) Formulating a strategic vision

107. 360-Degree Teacher Performance Appraisal involves collecting developmental evaluation feedback from:
(A) The Principal or Head of Office exclusively without peer input
(B) Multiple sources including self, peers, supervisors, and students
(C) External statutory judicial audit personnel and inspection officers only
(D) Commercial private recruitment agencies contracted by the management

108. In the context of conflict management, "Compromising" involves:
(A) Satisfying one's own concerns completely at the direct expense of the other party involved
(B) Both parties making concessions to reach a middle-ground solution
(C) Ignoring the active conflict entirely in the hope that it eventually resolves itself
(D) Yielding entirely and unconditionally to the opposing party's specific demands

109. Which organizational communication barrier occurs when administrative language, technical terminology, or jargon is misunderstood by receivers?
(A) Semantic barrier
(B) Psychological barrier
(C) Physical barrier
(D) Organizational structural barrier

MCQGPT

110. School Development Plans (SDP) formulated by School Management Committees under the RTE Act serve as the statutory basis for:
(A) Determining national taxation policy and central macroeconomic fiscal allocations
(B) Issuing civil legal penalties and monetary fines to surrounding community residents
(C) Allocating government grants for infrastructural and pedagogical needs
(D) Conducting recruitment processes for senior UPSC administrative government officers

111. E-Governance in school education is best defined as:
(A) The complete replacement of human classroom teachers with robotic automated instruction units
(B) Conducting traditional paper-pencil board examinations exclusively via national postal mail services
(C) Restricting educational administrative data access strictly to external private IT service vendors
(D) Using ICT to deliver administrative and educational services transparently and efficiently

112. Scenario: A Delhi Government school Principal needs to monitor daily student attendance, manage online admissions under MIS, track staff leave requests, and issue automated report cards.

growth
(B) Maintaining regulatory control and administrative compliance
(C) Promoting action research projects and innovative learning methods in primary schools
(D) Fostering inclusive education frameworks and community engagement in rural areas

60. Consider the following steps involved in Clinical Supervision:
I. Pre-observation conference
II. Classroom observation and data collection
III. Analysis of observational data
IV. Post-observation feedback conference
Which of the following represents the correct sequential cycle of these steps?
(A) I → II → III → IV
(B) II → I → IV → III
(C) I → III → II → IV
(D) IV → I → II → III

61. Peer Coaching / Peer Supervision in academic management refers to:
(A) Equal status teachers observing classes to give non-evaluative developmental feedback
(B) Senior school administrators monitoring junior teachers remotely from an isolated observation room
(C) Students systematically assessing overall teacher classroom performance at the end of every term
(D) External professional agency audits evaluating daily classroom pedagogy and instructional delivery

62. Which supervisory model is characterized by mutual trust, open communication, shared goal-setting, and joint reflection on instructional practices?
(A) Autocratic supervisory framework
(B) Dictatorial inspection framework
(C) Collaborative Supervision
(D) Laissez-faire supervisory framework

63. Trait Theory of Leadership posits that effective leaders:
(A) Adapt their personal leadership style dynamically to the specific readiness and maturity level of followers
(B) Rely exclusively on contractual financial incentives and contingent material performance rewards
(C) Focus strictly on decentralizing authority across distributed organizational communication networks
(D) Possess inherent personal traits and intelligence distinguishing them from non-leaders

64. Fiedler's Contingency Theory asserts that leadership effectiveness depends on the interaction between leadership style and organizational situational favorableness. Situational favorableness is determined by which three dimensions?
(A) Trait maturity levels, overall group size, and operational financial budget
(B) Employee age demographics, academic qualifications, and available physical facilities
(C) Leader-member relations, task structure, and position power
(D) Institutional instructional goals, overall curriculum structure, and annual board exam results

65. In the Hersey-Blanchard Situational Leadership Model, the appropriate leadership style is matched to the followers':
(A) Seniority in administrative service and total tenure
(B) Readiness level (ability and willingness)
(C) Socio-economic background and community demographic status
(D) Union membership status and formal cadre affiliation

66. Scenario: A school has a newly recruited group of enthusiastic primary teachers who lack pedagogical confidence and technical domain experience. According to the Hersey-Blanchard Situational Leadership Model, which leadership style should the Head of School adopt for this specific group (Low Competence / High Commitment)?
(A) Delegating style (S4 - Low Task / Low Relationship focus)
(B) Directing style (S1 - High Task / Low Relationship)
(C) Participating style (S3 - Low Task / High Relationship focus)
(D) Selling / Coaching style (S2 - High Task / High Relationship focus)

67. Transformational Leadership in educational administration is characterized by which four core components (the "Four Is")?

Downloaded from www.pdf.tube

books and official personnel paper registers

121. The PM e-VIDYA initiative launched under the Atmanirbhar Bharat Abhiyaan is designed to:
(A) Provide subsidized financial loans for setting up commercial private coaching institutes nationwide
(B) Export proprietary digital educational software exclusively to foreign central universities
(C) Replace physical public school buildings entirely with automated virtual self-study nodes
(D) Unify digital education efforts to enable multi-mode learning access

122. Consider the following digital platforms in education:
I. DIKSHA
II. U-DISE+
III. NISHTHA
IV. SWAYAM PRABHA
Which of the above digital platforms are actively integrated into the Indian school education ecosystem for digital learning and governance?
(A) I and II only
(B) I, II, and III only
(C) I, II, III, and IV
(D) III and IV only

123. The integrated online platform NISHTHA launched by the Ministry of Education focuses specifically on:
(A) Direct cash transfer disbursement of state scholarship funds to higher education students
(B) Continuous capacity building for School Heads' and Teachers' Holistic Advancement
(C) Conducting nationwide standardized secondary and senior secondary board examinations online
(D) Direct procurement and supply management of school classroom furniture via online bidding portals

124. Cybersecurity considerations in school administration require heads of institutions to implement strong data protection measures because:
(A) Statutory government regulations strictly require public schools to publish all student passwords on open bulletin boards
(B) School databases store sensitive personal, academic, and financial data of staff and students
(C) Implementing standard cybersecurity measures completely eliminates any technical requirement for operating computer network firewalls
(D) Official government digital educational records are legally exempt from standard national data privacy principles and statutory regulations

MCQGPT

125. To safeguard official digital records and prevent unauthorized access to the school MIS portal, the Head of Institution should enforce which standard security practice?
(A) Enforcing strong passwords, multi-factor authentication, and role-based access
(B) Sharing master administrative login credentials publicly among all enrolled school students
(C) Utilizing completely unsecured public Wi-Fi networks for processing institutional financial transactions
(D) Disabling automated anti-virus software updates systematically across all administrative office computers

126. "Phishing" in the context of administrative cybersecurity refers to:
(A) Routine automated cleaning procedures applied to physical computer workstation hardware
(B) Developing specialized open-source digital educational software modules for primary schools
(C) Fraudulent attempts to obtain sensitive login credentials by disguising as a trusted entity
(D) Upgrading random-access memory (RAM) capacity and physical storage on office server units

127. What is a primary challenge faced in adopting IT systems seamlessly across all government school administrative operations?
(A) An excessive over-abundance of modern digital IT infrastructure in remote rural pockets
(B) Universal legal statutory prohibition of electronic computers across public administration
(C) Absolute total lack of any standardized digital software platforms across government bodies
(D) Digital divide, varying staff literacy,

time monitoring classroom teaching and supporting teacher growth.

IV. Transactional leadership relies on inspiring creative innovation without administrative oversight.

Which of the statements given above are correct?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

76. In House's Path-Goal Theory, a leader who sets challenging goals, expects followers to perform at their highest level, and shows confidence in their capability is demonstrating which leadership style?
(A) Directive leadership style
(B) Achievement-oriented style
(C) Supportive leadership style
(D) Participative leadership style

77. The core focus of Servant Leadership in educational institutions is:
(A) Serving followers' needs, empowering staff, and promoting community well-being
(B) Exercising strict administrative legal authority and formal statutory control over teachers
(C) Accumulating executive decision-making power exclusively at the top administrative tier
(D) Maintaining formal bureaucratic distance and non-engagement with students and parents

78. Instructional Leadership models (such as Hallinger and Murphy's model) explicitly identify which major dimension of Principal practice?
(A) Managing complex political alliances and formal negotiations with local trade union bodies
(B) Restricting institutional campus access exclusively to senior government administrative inspectors
(C) Defining the mission, managing instruction, and promoting a positive learning climate
(D) Conducting annual external financial audits and compliance reviews of neighboring public schools

79. In Abraham Maslow's Hierarchy of Needs, which level of needs represents the highest human aspiration for fulfilling one's potential and self-actualization?
(A) Operational safety needs
(B) Interpersonal social needs
(C) Personal esteem needs
(D) Self-actualization

80. Frederick Herzberg's Two-Factor Theory distinguishes between "Hygiene Factors" and "Motivator Factors." Which of the following is classified as a Motivator Factor?
(A) Physical working conditions and environment
(B) Salary, financial compensation, and fringe benefits
(C) Recognition and personal growth opportunities
(D) School administrative policies and governance guidelines

81. Scenario: A Principal finds that providing comfortable staff rooms, timely salary disbursements, and clear physical facilities prevents teacher dissatisfaction, but does not actively inspire teachers to put extra effort into innovative teaching. According to Herzberg's theory, this is because these provisions represent:
(A) Intrinsic motivator factors
(B) Hygiene factors
(C) Self-actualization drivers
(D) Strategic expectancy variables

82. Douglas McGregor's "Theory X" assumes that the average human worker:
(A) Inherently enjoys daily work, actively seeks operational responsibility, and remains self-directed
(B) Is motivated purely by high-level self-actualization needs and creative personal fulfillment
(C) Functions most effectively under distributed democratic leadership and shared participatory control
(D) Inherently dislikes work, avoids responsibility, and requires coercion to meet goals

83. Victor Vroom's Expectancy Theory of Motivation posits that Motivation (M) is a mathematical product of which three variables?
(A) Expectancy, Instrumentality, Valence
(B) Individual Effort, Personal Energy, and Work Excellence
(C) Social Equity, Resource Equality, and System Efficiency
(D) Physical Existence, Social Relatedness, and Personal Growth

Click Here to Buy book on Amazon

cyberbullying, and legal liabilities under Information Technology laws.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

136. What administrative role does the "U-DISE+ Data Verification" play for a Head of School?
(A) It is an informal exploratory survey that carries no official administrative or legal weight
(B) It completely replaces the mandatory annual financial audit conducted by statutory auditors
(C) It serves as certified baseline data for national reporting and resource allocation
(D) It automatically processes and executes the monthly payment of institutional utility bills

137. Cyber hygiene practices in a school administrative office include which of the following measures?
(A) Leaving critical administrative computer systems logged in overnight without password protection or lock screens
(B) Storing confidential network system passwords openly on adhesive paper notes attached to desktop monitors
(C) Allowing external unauthorized campus visitors to connect unverified flash drives directly to main office servers
(D) Regular updates, licensed anti-virus use, periodic data backups, and phishing awareness

138. Consider the following statements regarding E-Governance in Indian Education:
I. U-DISE+ collects comprehensive digital data from all recognized schools across India.
II. DIKSHA provides digital learning content mapped to various state and national curricula.
III. NISHTHA is a digital capacity-building program for teachers and school heads.
IV. E-Governance tools completely eliminate the necessity for institutional leadership.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

139. Online Parent-Teacher interaction tools (e.g., automated SMS gateways on school portals) are particularly effective for:
(A) Conducting formal legal service disciplinary inquiries against non-performing staff members
(B) Sending immediate alerts on attendance, closures, exam schedules, and circulars
(C) Completely replacing traditional official annual student report cards and mark sheets entirely
(D) Direct physical distribution and doorstep delivery of printed curriculum textbooks to homes

140. High ICT adoption in educational management contributes directly to environmental sustainability through:
(A) Significantly increasing physical paper consumption by routinely printing all incoming official emails
(B) Paperless administration and digital archiving of administrative records
(C) Resulting in substantial higher electricity usage across all departments without tangible benefits
(D) Mandating the physical disposal and replacement of fully functional computer hardware every six months

MCQGPT

141. Virtual meetings and webinars in school cluster management enable administrators to:
(A) Save travel costs while maintaining inter-school administrative alignment
(B) Completely eliminate direct personal face-to-face contact between teaching professionals permanently
(C) Systematically bypass official statutory administrative guidelines and circulars established by DoE
(D) Permanently avoid conducting mandatory annual physical civil inspections of main school infrastructure

142. A major non-technical human barrier to the successful implementation of e-governance tools in school administration is:
(A) Widespread abundance of reliable high-speed fiber broadband internet across remote branches
(B) Universal advanced digital competence across all administrative clerical personnel and staff
(C) Resistance to change and technology fear

among staff
(D) Total zero cost of procuring, installing, and maintaining modern IT hardware infrastructure

143. Cloud computing applications in educational management allow school administrators to:
(A) Completely eliminate any technical requirement for implementing standard internet security protocols
(B) Physically store computer hardware units inside virtual atmospheric cloud storage facilities
(C) Routinely bypass established administrative approval channels for institutional financial expenditure
(D) Access educational data securely from any authorized internet-connected device

144. Scenario: The Principal of a GNCTD school notices that during online marks entry on the EduDel portal, some subject teachers delay submission, leading to bottleneck delays in generating automated report cards. To resolve this operational delay systematically, what is the most appropriate managerial response?
(A) Cancel all automated report cards entirely and issue verbal grade marks manually to parents
(B) Suspend all non-compliant subject teachers immediately from service without prior written notice
(C) Set clear timelines, offer IT training, and monitor portal compliance weekly
(D) Outsource confidential student evaluation data entry directly to unverified private cyber cafes

145. What is the primary function of an automated "Asset Management / Stock Inventory Module" in a school administrative portal?
(A) Selling valuable school physical assets through unauthorized public online auctions without sanction
(B) Digitally tracking the lifecycle, location, and status of physical assets
(C) Calculating personal income tax liabilities and annual savings declarations for teaching staff
(D) Printing and displaying commercial private advertisements across external school building property

146. Digital signatures and Biometric Attendance Systems (BAS) in school administration serve to ensure:
(A) Automated artificial intelligence grading of student subjective essay examination papers
(B) Complete total elimination of official office working hours for all administrative staff
(C) Facilitating unrestricted physical entry of external unauthorized personnel onto campus
(D) Authenticity of approvals and tamper-proof staff attendance logging

147. Under the PM e-VIDYA initiative, "One Class, One TV Channel" refers to dedicated educational TV channels operating under:
(A) SWAYAM PRABHA DTH Channels
(B) Commercial private entertainment networks
(C) Foreign satellite networks
(D) Local municipal cable systems only

148. Which of the following is a key measure to ensure data integrity in a school's digital student database?
(A) Allowing open unrestricted editing access to all public portal visitors without authentication
(B) Never updating or verifying student official details once initially entered during admission
(C) Implementing validation rules and restricting editing to authorized staff
(D) Systematically deleting database entries whenever technical system processing errors occur

149. The introduction of online ICT platforms in school administration enhances transparency primarily by:
(A) Creating clear digital audit trails for transactions and allocations
(B) Restricting information access exclusively to top central ministerial administrative heads
(C) Concealing key school performance parameters and pass percentages from statutory bodies
(D) Allowing manual backdating of official administrative orders and financial sanctions

150. For effective capacity building of school leadership in IT integration, the Head of School should actively participate in and encourage staff to complete specialized modules offered

Downloaded from www.pdf.tube

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

under which national digital teacher training framework?
(A) RUSA national portal
(B) GeM Procurement portal
(C) PM-KUSUM national scheme
(D) NISHTHA platform

****

MCQGPT

staff competence, and organizational structure, directly influencing whether the institution operates with a tall or flat hierarchy.

31. (D) Premises / Room Allocation Timetable
A Premises or Room Allocation Timetable maps the systematic utilization of physical spaces, including classrooms, laboratories, auditoriums, and sports fields across all periods. This operational schedule ensures optimal resource utilization, prevents scheduling conflicts, and tracks physical space availability in real time. Administrators rely on room allocation schedules to maintain order, manage facility maintenance, and coordinate smooth transitions during the school day.

32. (B) I, II, and III only
Constructing a balanced school master timetable requires considering cognitive load distribution across periods, optimizing specialized infrastructure usage like laboratories, and fulfilling statutory teacher workload norms. Individual teacher preferences for personal arrival timing do not constitute a critical structural principle in master timetable design. Therefore, core administrative planning must prioritize pedagogical, operational, and regulatory standards over personal staff scheduling preferences.

33. (B) Scalar chain
The scalar chain represents the continuous, unbroken line of authority extending from the highest administrative executive down to the lowest organizational level. This structural chain defines formal communication pathways, decision-making hierarchy, and operational command flows. Adhering to the scalar chain maintains administrative discipline, ensures transparent reporting lines, and clarifies supervisory relationships across all operational units within an educational institution.

34. (D) To maintain classroom supervision and student engagement during teacher absences
Preparing a daily substitution or arrangement timetable ensures continuous classroom supervision, student engagement, and instructional continuity when regular teachers are absent. Administrators reassign vacant periods to available teachers based on workload capacity. This routine administrative practice prevents student discipline issues, maintains temporal order, and minimizes learning disruptions, ensuring that scheduled instructional time remains productive despite unexpected staff leave.

35. (A) Longer communication channels and potential bureaucratic delays
A tall organizational structure features numerous hierarchical management levels combined with narrow spans of control. While tall structures provide close supervisory oversight, they lengthen communication channels and often cause bureaucratic delays in decision-making. Information passing through multiple administrative layers can become distorted or delayed, slowing down institutional responsiveness to operational problems and impeding smooth internal organizational communication.

36. (C) Authority granted must be equal to the responsibility assigned
The Principle of Parity mandates that when administrative responsibilities are assigned to personnel, commensurate decision-making authority must also be granted. Delegating operational tasks without adequate authority prevents staff members from executing duties effectively or enforcing necessary decisions. Ensuring parity between assigned responsibilities and practical authority enables administrators and teachers to perform delegated functions successfully while maintaining clear operational accountability.

37. (A) Key beneficiaries (students, parents, and society)
Total Quality Management in education is an institutional philosophy dedicated to continuous quality improvement across all school processes. It focuses primarily on identifying and exceeding the expectations of key internal and external beneficiaries, specifically students, parents, and the broader society. By prioritizing customer satisfaction and continuous development, educational institutions enhance instructional effectiveness, stakeholder engagement, and overall organizational performance.

38. (D) Internal Weakness
In a SWOT Analysis framework, internal factors within the control of the institution are categorized as Strengths or Weaknesses. A lack of well-equipped modern science laboratories represents an internal deficiency

Click Here to Buy book on Flipkart

student welfare. Together, these interrelated dimensions ensure the holistic governance and continuous operational efficiency of educational institutions.

8. (B) I, II, and III only
The POSDCORB framework encompasses core managerial functions including Planning, Budgeting, Organizing, Staffing, Directing, and Coordinating. These functions describe general administrative operations applicable across formal institutional structures. While curriculum design and pedagogical evaluation represent essential academic tasks specific to educational environments, they do not form part of the original POSDCORB acronym, which strictly delineates universal executive management functions.

9. (D) Contingency Management Approach
The Contingency Management Approach asserts that there is no universal or single best way to manage an educational institution. Effective administrative actions depend on aligning managerial strategies with internal organizational factors and external environmental conditions. School leaders must dynamically adapt their decision-making processes, leadership styles, and operational procedures to address the unique contextual demands and situational variables of their specific institutional environment.

10. (A) Work task standardization, time-and-motion studies, and division of labor
Frederick Winslow Taylor's Scientific Management principles emphasize operational efficiency through task standardization, systematic time-and-motion studies, and precise division of labor. In school administration, these principles manifest through structured bell schedules, standardized administrative routines, clear workload distribution, and systematic instructional timelines. Applying these methods aims to maximize institutional productivity, minimize wasted instructional time, and optimize administrative workflow management.

11. (B) Draft an organizational chart defining work division, authority lines, and functional roles
To resolve ambiguity in reporting channels and functional responsibilities, an administrator must first draft a formal organizational chart. This structural document clearly delineates lines of authority, division of labor, operational roles, and accountability relationships within the school. Establishing this visual framework eliminates operational confusion, streamlines administrative communication, clarifies staff expectations, and provides a foundation for systematic institutional functioning.

12. (B) Reporting
Reporting within the POSDCORB administrative framework involves keeping executive leaders, stakeholders, and governing bodies informed about institutional progress, operational status, and challenges. Administrators fulfill this function through maintaining accurate records, conducting empirical research, preparing periodic administrative reports, and facilitating inspections. Reporting ensures systemic transparency, institutional accountability, and reliable documentation necessary for informed decision-making and statutory compliance within educational systems.

13. (A) Drafted by an individual school based on its specific needs, available resources, and growth potential
Institutional planning is a localized operational planning process developed independently by a specific school. It directly addresses the unique educational needs, physical infrastructure requirements, available community resources, and realistic growth potential of that particular institution. Rather than imposing uniform top-down directives, institutional planning empowers school leaders and staff to formulate tailored developmental strategies that optimize local institutional efficiency and quality.

14. (A) I → II → III → IV
Institutional planning follows a logical, sequential progression starting with a detailed needs assessment and situational analysis to identify current challenges. Once baseline needs are understood, administrators formulate specific target objectives. The plan is then executed through targeted resource allocation and instructional strategies. Finally, continuous evaluation and feedback loops are implemented to measure progress, assess operational effectiveness, and inform future planning cycles.

15. (A) Both A and R are true and R is the correct explanation of A
Institutional planning maximizes the effective utilization of available school resources by

Downloaded from www.pdf.tube

ANSWERS

1. (B) POSDCORB
Luther Gulick formulated the classical administrative framework encapsulated by the acronym POSDCORB to describe the primary functional responsibilities of a chief executive. The framework represents Planning, Organizing, Staffing, Directing, Co-ordinating, Reporting, and Budgeting. These functional components provide a structured approach to executive administration, establishing operational order, systematically defining organizational tasks, and guiding management practices across institutional settings.

2. (D) Co-ordinating various divisions of work
Within Luther Gulick's POSDCORB framework for educational management, the letters CO designate the vital function of coordinating. This administrative function focuses on interrelating and harmonizing the various divisions of work within an organization. Effective coordination ensures that distinct institutional departments align their efforts seamlessly towards achieving shared educational objectives, thereby preventing overlap, administrative confusion, and resource friction.

3. (A) Focuses on human development and pedagogical goals rather than purely material output
Educational management differs fundamentally from general administrative management due to its primary focus on human development, pedagogical progress, and holistic learning outcomes. While corporate administration prioritizes material production and monetary profitability, educational administration operates within a value-driven context centered on student growth, character formation, academic achievement, and social transformation, making its core operational objectives uniquely humanistic and social.

4. (C) Henri Fayol
Henri Fayol introduced the fundamental principles of classical administrative theory, establishing core operational functions such as planning, organizing, commanding, coordinating, and controlling. His management framework created the structural baseline for administrative organization across modern institutional systems, including educational environments. Educational administrators utilize these classic principles to structure authority hierarchies, delegate operational duties, streamline institutional workflows, and maintain administrative coherence.

5. (A) Both A and R are true and R is the correct explanation of A
School leaders must possess technical, human, and conceptual skills to successfully administer educational institutions. Technical skills facilitate routine operational oversight, human skills foster positive interpersonal relationships, and conceptual skills enable strategic visioning. Because school administration simultaneously manages human resources, curriculum delivery, and institutional governance, the combination of these three skills is essential for effective leadership, making the reasoning completely accurate.

6. (D) Organizing
Organizing serves as the structural administrative function that defines, groups, and arranges work subdivisions to achieve specified organizational objectives. In educational administration, organizing involves establishing clear authority lines, allocating responsibilities among teaching and non-teaching personnel, and structuring operational workflows. This systematic arrangement creates a functional hierarchy, facilitating efficient resource distribution and smooth institutional performance across all school departments.

7. (B) Financial, academic, physical, and human resource management
Educational management encompasses a comprehensive operational scope that addresses four vital institutional dimensions. Financial management involves budgeting and resource allocation, academic management covers curriculum execution and instructional supervision, physical management oversees school infrastructure and facilities, and human resource management addresses staff development and

MCQGPT

and evaluates institutional needs. Establishing an accurate, data-driven baseline enables administrators to formulate realistic, targeted action plans that effectively address root causes and improve school performance.

23. (C) 1 academic year or less
Within institutional planning frameworks, a short-term action plan spans a duration of one academic year or less. These short-term operational plans focus on immediate institutional goals, routine academic targets, immediate facility repairs, and seasonal activities. By addressing manageable, time-bound objectives, short-term plans allow administrators to make rapid operational adjustments, monitor progress frequently, and maintain alignment with broader long-term strategic plans.

24. (C) Cost-Benefit Analysis and Decision Matrix
Evaluating competing project alternatives under technical uncertainty requires objective analytical frameworks such as Cost-Benefit Analysis and Decision Matrices. These strategic tools allow educational administrators to weigh projected financial and educational returns against estimated expenditures and potential operational risks. Systematically analyzing alternatives ensures data-driven decision-making, optimizes resource allocation, and minimizes subjective bias in school development planning.

25. (D) Operational line authority and advisory support authority
A Line-and-Staff organizational structure distinguishes between operational line authority and advisory support authority. Line authority flows scalar fashion from administrators to teachers, carrying direct operational decision-making power and institutional accountability. Staff authority provides specialized advice, administrative support, and technical assistance without direct command over line personnel. This structural differentiation balances clear operational command with specialized technical guidance within educational management.

26. (A) Operational task authority while retaining overall institutional accountability
Delegation of authority involves assigning specific operational tasks and necessary decision-making powers to subordinate staff members while the delegating administrator retains ultimate institutional accountability. This administrative process empowers teachers, enhances managerial efficiency, and streamlines routine workflows. However, heads of institutions remain legally and administratively responsible for the final outcomes, ensuring that delegation does not lead to abdication of administrative oversight.

27. (B) Principle of Unity of Command
The Principle of Unity of Command dictates that an employee should receive operational orders from and report directly to only one designated superior. In educational management, adherence to this principle prevents conflicting instructions, reduces role ambiguity, and clarifies reporting channels. Maintaining a single line of authority streamlines communication and establishes clear individual accountability across teaching and non-teaching personnel.

28. (C) A is true but R is false
Effective delegation empowers middle-level school administrators, enhances operational efficiency, and develops internal leadership capabilities. However, delegating task authority does not relieve the Principal of ultimate statutory accountability to higher educational authorities. The head of the institution remains fully accountable for all administrative and operational outcomes, making the assertion accurate while the reasoning statement is fundamentally false.

29. (A) High cognitive load subjects should be scheduled in the early periods of the day
In timetable construction, the principle of fatigue addresses student mental stamina and attention span throughout the school day. High cognitive load subjects like Mathematics and Science require peak mental concentration and are best scheduled during earlier periods when students are fresh. Scheduling complex academic subjects early prevents cognitive fatigue, enhances instructional absorption, and optimizes classroom learning efficacy.

30. (C) The number of subordinates an administrator can efficiently supervise
Span of Management, or Span of Control, defines the specific number of subordinates an administrator can directly and effectively supervise. An optimal span ensures adequate administrative oversight, timely feedback, and effective coordination. In school administration, the appropriate span depends on task complexity,

Click Here to Buy book on Amazon

involving teachers, school heads, and community stakeholders in collaborative decision-making. Participatory planning ensures that local developmental needs are accurately identified and prioritized in action plans. This inclusive approach directly eliminates resource waste and optimizes institutional performance, demonstrating why collaborative engagement directly enables effective and targeted resource utilization.

16. (C) Programmed decisions and non-programmed decisions
Herbert Simon's decision-making model categorizes administrative choices into programmed and non-programmed decisions. Programmed decisions address routine, repetitive, and well-structured administrative operational tasks governed by established policies or rules. Non-programmed decisions handle novel, unstructured, complex, and ill-defined problems requiring creative judgment, strategic analysis, and tailored problem-solving approaches. This classification helps administrators select appropriate problem-solving mechanisms based on situational novelty and task complexity.

17. (B) Make "satisficing" decisions due to limited cognitive capacities and incomplete information
The concept of Bounded Rationality, formulated by Herbert Simon, recognizes that decision-makers face cognitive limitations, time constraints, and incomplete information. Consequently, administrators cannot achieve absolute optimal choices across complex scenarios. Instead, leaders make satisficing decisions by evaluating available alternatives until they identify an option that meets minimum acceptable standards, successfully resolving operational problems within realistic administrative and environmental constraints.

18. (A) I, II, and III only
Programmed decisions address repetitive tasks, non-programmed decisions resolve novel challenges, and rational decision-making systematically evaluates alternatives against objective criteria. However, bounded rationality posits that administrators make satisficing rather than absolute optimal choices due to cognitive limits and incomplete information. Therefore, claiming that bounded rationality enables administrators to achieve absolute optimal choices is incorrect, while the other foundational decision-making statements remain accurate.

19. (C) Education Commission (Kothari Commission, 1964-66)
The Education Commission, popularly known as the Kothari Commission, strongly advocated for the universal adoption of institutional planning in Indian schools. The commission emphasized that school improvement depends on decentralized planning, local community involvement, and optimum resource utilization. By encouraging individual schools to formulate self-directed developmental plans, the commission laid the groundwork for bottom-up educational reform and localized institutional governance.

20. (C) Selecting an alternative that meets minimum acceptable performance criteria
In administrative decision-making theory, satisficing describes the pragmatic strategy of choosing an alternative that satisfies basic operational requirements and meets minimum acceptable performance thresholds. Rather than spending indefinite time searching for a theoretical optimal solution, administrators select a functional, adequate solution. This approach allows organizations to solve pressing operational challenges efficiently under real-world constraints of limited time, information, and resources.

21. (A) Consultative style
A consultative leadership style in school management involves actively seeking suggestions, feedback, and insights from staff members while retaining final legal and decision-making authority with the Principal. This participatory approach fosters open professional dialogue, improves teacher morale, and enhances overall decision quality by incorporating diverse operational perspectives, while maintaining clear administrative responsibility and centralized institutional accountability at the leadership level.

22. (D) Conduct a situational diagnosis with staff and SMC members to map resources and gaps
When initiating institutional planning in a low-performing school, a Principal must conduct a thorough situational diagnosis involving staff and School Management Committee members. This diagnostic assessment maps existing physical and human resources, identifies operational gaps,

MCQGPT

that hinders effective pedagogical delivery and practical learning. Recognizing infrastructure deficiencies as internal weaknesses enables school administrators to target specific operational improvements and allocate budget resources to rectify facilities.

39. (B) External opportunity
Increased government funding for ICT infrastructure or PM SHRI scheme support originates outside the direct control of the individual school, placing it in the external environment. Within a SWOT analysis framework, positive external developments that an institution can leverage for developmental growth are classified as opportunities. School administrators utilize these external funding streams to upgrade facilities and enhance educational quality.

40. (C) Preventive processes and continuous systemic checks to maintain standards
Quality Assurance in educational management emphasizes proactive, preventive processes and continuous systemic monitoring to maintain performance standards. Unlike reactive inspections, Quality Assurance embeds standard operational procedures, regular self-evaluations, and continuous feedback loops into daily routines. This preventive approach prevents operational errors, enhances instructional consistency, and ensures that institutional outcomes consistently align with established educational quality frameworks.

41. (D) Plan - Do - Check - Act
W. Edwards Deming's PDCA cycle stands for Plan, Do, Check, and Act. It serves as a foundational iterative model for continuous quality management in educational settings. Administrators plan institutional goals, implement action strategies, check operational outcomes through evaluation, and act to refine processes based on results. This continuous cycle fosters systematic institutional improvement, quality assurance, and administrative growth.

42. (A) Both A and R are true and R is the correct explanation of A
Maintaining official school records like Stock Registers, Service Books, and Cumulative Record Cards is a critical administrative responsibility. These records provide indispensable evidentiary documentation required for legal compliance, administrative continuity, statutory financial audits, and student tracking. The reasoning directly explains why meticulous record-keeping is vital, establishing a clear link between official documentation and transparent institutional management.

43. (B) Service Book
The Service Book serves as the primary official legal record for permanent school employees in public administration. It contains comprehensive documentation regarding original appointment details, verified service history, leaves granted, promotional progression, pay scale revisions, and disciplinary actions. Maintaining an accurate Service Book ensures statutory administrative compliance, protects employee service rights, and facilitates accurate pension and retirement benefits calculation.

44. (B) Separate Consumable and Non-Consumable Stock Registers
In school inventory management, consumable items like stationery and chemicals must be logged in a Consumable Stock Register, while durable physical assets like furniture and computers are cataloged in a Non-Consumable Stock Register. Maintaining separate registers ensures systematic material tracking, simplifies annual physical verification, prevents asset misallocation, and provides transparent documentation required for statutory financial audits.

45. (A) I, II, and III only
Annual physical verification of stock registers, daily cash book attestation by the Head of Office, and tracking student development via Cumulative Record Cards represent standard record-keeping practices. However, Service Books are mandatory administrative records maintained for all permanent government employees, not exclusively for guest or contract staff. Therefore, the statement regarding Service Books being restricted to temporary staff is incorrect.

46. (C) QC is reactive and product-focused, while QA is proactive and process-focused
The primary distinction between Quality Control and Quality Assurance lies in operational focus. Quality Control is a reactive, product-focused mechanism that detects errors or defects in final outcomes after completion. Conversely, Quality Assurance is a proactive, process-focused

Downloaded from www.pdf.tube

approach that establishes preventative workflows and continuous monitoring to maintain quality standards throughout the operational lifecycle of educational programs.

47. (D) Internal factors within the institution
In a SWOT Analysis, Strengths and Weaknesses represent internal factors existing within the organization. These internal components include physical resources, staff competence, administrative structures, and financial allocations that the school administration can directly manage or modify. Evaluating internal factors enables school leaders to leverage existing organizational capabilities while systematically addressing operational gaps and facility limitations.

48. (C) Maintaining a continuous record of pupil progress across learning domains
A Cumulative Record Card is a comprehensive educational document designed to maintain a continuous, longitudinal record of a student's growth. It tracks academic performance, physical health, social adjustment, personal traits, and co-curricular achievements across multiple grade levels. Teachers and guidance counselors utilize cumulative records to understand individual student developmental trajectories, diagnose learning needs, and provide tailored academic guidance.

49. (B) Democratic, guidance-oriented, and focused on improving classroom pedagogy
Modern educational supervision fundamentally differs from traditional inspection by being democratic, collaborative, and guidance-oriented. While traditional inspection prioritized rigid compliance checking and fault-finding, modern supervision emphasizes instructional support, professional development, and pedagogical enhancement. Supervisors work directly with teachers to analyze classroom practices, co-create instructional strategies, and foster an supportive environment conducive to professional growth and student achievement.

50. (D) Corrective supervision
Corrective supervision focuses specifically on identifying, analyzing, and remedying instructional errors or pedagogical deficiencies after they manifest in classroom practice. Supervisors using this approach observe ongoing lessons, pinpoint operational weaknesses, and provide targeted corrective feedback to teachers. While corrective supervision addresses immediate instructional shortcomings, effective management balances it with constructive guidance to support long-term teacher professional development.

MCQGPT

51. (A) Preventive supervision
Preventive supervision involves anticipating potential pedagogical difficulties, classroom management challenges, or curriculum execution obstacles before they occur. Supervisors provide proactive guidance, instructional resources, and preventive strategies to help teachers navigate anticipated issues successfully. By addressing potential challenges early, preventive supervision reduces instructional errors, minimizes classroom management disruptions, and promotes smooth, confident teaching execution.

52. (C) Clinical Supervision
Clinical supervision is a structured, cycle-based supervisory model designed to improve classroom instruction through direct collaboration. It involves a pre-observation conference, objective data collection during lesson observation, detailed data analysis, and a post-observation feedback conference. In this scenario, the Principal uses these precise steps to mentor the teacher, establishing clinical supervision as the administrative practice demonstrated.

53. (A) Creative Supervision
Creative supervision encourages teachers to experiment with innovative instructional strategies, action research, and non-traditional teaching methods. This supervisory model fosters an open, supportive school culture where educators are empowered to explore novel pedagogical tools and adapt learning approaches to student needs. Creative supervision stimulates professional initiative, promotes educational innovation, and continuously enhances the quality of classroom learning experiences.

54. (D) Instructional facilitator and mentor
Modern academic supervision redefines the role of the Head of Institution from an authoritative fault-finder into an instructional facilitator and mentor. Instead of enforcing bureaucratic compliance, the school leader supports teacher development, facilitates professional learning communities, and models effective pedagogical practices. This mentoring orientation builds professional trust, promotes reflective teaching,

and aligns supervisory efforts with continuous school improvement.

55. (B) Fostering collaborative decision-making and shared responsibility
Democratic supervision aims to foster collaborative decision-making, professional autonomy, and shared institutional responsibility among teaching personnel. This approach respects teacher expertise, encourages active participation in instructional planning, and promotes open communication between staff and administration. By establishing a cooperative supervisory climate, democratic supervision enhances staff morale, improves commitment to institutional goals, and drives collective instructional excellence.

56. (C) A is true but R is false
Clinical supervision is a structured, cycle-based process focused on improving classroom instruction through collaborative observation and feedback, making the assertion accurate. However, clinical supervision does not rely on surprise administrative raids or punitive grading. Because it emphasizes open trust and joint analytical reflection, the reasoning statement is fundamentally false regarding the principles of clinical supervision.

57. (D) A supportive relationship guiding a colleague's professional growth
Academic mentoring in educational settings is a collaborative, supportive relationship where an experienced educator guides a colleague's professional development. Mentoring focuses on pedagogical skill enhancement, classroom management advice, and instructional reflection in a non-evaluative environment. Fostering strong mentoring relationships accelerates teacher professional development, enhances instructional confidence, and promotes a collaborative culture within the school community.

58. (A) Direct classroom observation followed by collaborative analysis
As conceptualized by Cogan and Goldhammer, clinical supervision centres on direct classroom observation followed by collaborative analysis and feedback between the supervisor and teacher. This cycle relies on recording objective observational data during instruction and analyzing it during a post-observation conference. Direct collaboration allows educators to reflect constructively on teaching practices, identify pedagogical strengths, and address specific instructional needs.

59. (B) Maintaining regulatory control and administrative compliance
During the colonial and early post-independence era, educational inspection was primarily designed to maintain regulatory control and ensure rigid administrative compliance. Inspection visits focused on checking attendance registers, examining financial records, verifying syllabus coverage, and enforcing bureaucratic rules. This traditional inspection model prioritized administrative control and compliance over pedagogical support, professional teacher mentorship, or collaborative school development.

60. (A) I → II → III → IV
The clinical supervision cycle follows a precise four-stage process starting with a pre-observation conference to establish lesson objectives. Next, the supervisor conducts classroom observation to collect objective instructional data. This data undergo systematic analysis to identify pedagogical patterns. Finally, a post-observation feedback conference takes place where the supervisor and teacher collaboratively evaluate results and plan improvements.

61. (A) Equal status teachers observing classes to give non-evaluative developmental feedback
Peer coaching involves equal-status colleagues observing each other's classroom instruction to provide supportive, non-evaluative developmental feedback. Free from formal performance appraisal pressures, peer supervision encourages honest reflection, mutual trust, and collaborative problem-solving among teachers. Educators refine pedagogical techniques, share effective classroom practices, and foster professional learning communities that continuously elevate overall instructional quality across departments.

62. (C) Collaborative Supervision
Collaborative supervision is built upon mutual trust, open dialogue, shared goal setting, and joint reflection regarding instructional practices. In this model, supervisors and teachers work as equal professional partners to analyze classroom dynamic challenges and co-create effective teaching strategies. This collaborative relationship enhances teacher agency, builds

Click Here to Buy book on Flipkart

professional relationships and strengthens team cohesion.

97. (A) Unfreezing → Moving → Refreezing
Kurt Lewin's 3-Stage Model of Change Management follows the sequential progression: Unfreezing, Moving, and Refreezing. Unfreezing creates readiness for change by destabilizing current mindsets and breaking existing habits. Moving involves implementing new behaviors, processes, or administrative practices. Refreezing stabilizes and integrates these changes into the organizational culture, ensuring long-term operational sustainability.

98. (D) Driving forces are strengthened and restraining forces are reduced
In Kurt Lewin's Force Field Analysis, organizational change occurs when driving forces pushing for change are strengthened and restraining forces opposing change are reduced or eliminated. Unbalancing the equilibrium between driving and restraining forces enables organizations to transition from their current state to a desired future state, facilitating smooth institutional transformation and administrative adoption.

99. (A) Identifying developmental needs and enhancing instructional quality
Teacher appraisal in modern educational management aims primarily at identifying professional developmental needs, providing constructive feedback, and enhancing instructional quality. Rather than serving as a punitive oversight mechanism, modern appraisal systems foster continuous professional growth, support pedagogical skill refinement, and align individual teaching practices with institutional goals to elevate student learning outcomes.

100. (C) A is true but R is false
School culture represents deeply rooted values, beliefs, and traditions built over time, whereas school climate describes current perceptions of the institutional environment, making the assertion true. However, school climate is not unchangeable, nor does culture shift daily. Climate can be altered through effective leadership, rendering the reasoning statement factually incorrect.

MCQGPT

101. (B) At least 75%
Under Section 21 of the Right to Education (RTE) Act, 2009, at least 75% of School Management Committee members must be parents or guardians of enrolled children. Mandating high parental representation ensures community participation, transparent school oversight, and localized accountability, aligning institutional planning directly with student welfare and community educational needs.

102. (B) At least 50%
The Right to Education Act, 2009, mandates that at least 50% of total School Management Committee members must be women. This statutory reservation guarantees gender representation in institutional decision-making, empowers mothers in local educational governance, and promotes inclusive development strategies that address female literacy, child safety, and equitable community participation.

103. (B) Preparing the SDP and monitoring school functioning
Under Section 21 of the RTE Act, the primary statutory functions of the School Management Committee involve preparing the School Development Plan and monitoring overall school functioning. SMCs oversee grant utilization, track student rights, monitor physical infrastructure, and support institutional operations, serving as a vital bridge between local communities and school administration.

104. (C) Informal communication networks within an organization
In organizational theory, the term Grapevine refers to informal, unofficial communication networks that emerge naturally among employees. Grapevine channels bypass formal administrative scalar chains, carrying social interactions, rumors, and unverified information rapidly. While grapevine communication can create administrative misdirections, smart leaders monitor it to gauge staff morale, address anxieties, and improve communication.

105. (A) I, II, and III only
An open climate exhibits high morale and supportive leadership, a closed climate features administrative rigidity, and organizational culture reflects deeply rooted traditions. However, school climate can definitely be modified through deliberate administrative strategies, leadership

directly explains why distributed leadership models are essential in contemporary school administration.

71. (D) Team Management (9,9)
On Blake and Mouton's Managerial Grid, Team Management represents a leadership style characterized by maximum concern for both people and production. A school administrator demonstrating this dual focus fosters high staff commitment, builds mutual trust, and establishes shared organizational goals. This balanced approach achieves high operational efficiency while maintaining strong job satisfaction and staff morale across the institution.

72. (C) Able but Unwilling (R3)
In Hersey and Blanchard's Situational Leadership Model, a Participating style is recommended for followers at the R3 readiness level, who possess high competence but exhibit low willingness or confidence. The administrator uses high relationship-oriented support and low task-oriented direction, facilitating decision-making and encouraging self-directed involvement to rebuild the follower's motivation and commitment.

73. (D) Fiedler's Contingency Theory
Fiedler's Contingency Theory utilizes the Least Preferred Co-worker scale to determine an individual's primary leadership orientation. A high score indicates a relationship-oriented leadership style, whereas a low score reflects a task-oriented approach. Assessing leadership orientation through the scale allows the theory to match specific leaders with organizational situations that complement their management tendencies.

74. (A) Organizing work, defining roles, and establishing formal communication channels
In the Ohio State Leadership Studies, Initiating Structure describes leader behaviors focused on goal achievement, role clarification, and task organization. Administrators high in initiating structure establish clear operational procedures, set performance standards, schedule work routines, and define formal communication lines. This task-oriented behavior provides clear operational framework and ensures organizational efficiency within educational settings.

MCQGPT

75. (A) I, II, and III only
Trait Theory assumes leaders possess inherent personal attributes, transformational leaders inspire commitment to a shared vision, and instructional leaders actively monitor classroom teaching. However, transactional leadership relies on explicit performance exchanges, contingent rewards, and administrative oversight, rather than inspiring creative innovation without oversight. Therefore, the fourth statement is incorrect while the remaining statements are accurate.

76. (B) Achievement-oriented style
In House's Path-Goal Theory, an achievement-oriented leadership style involves establishing challenging operational goals, demanding high performance standards, and demonstrating confidence in followers' capabilities. Leaders adopting this style encourage continuous improvement, foster excellence, and motivate staff members to achieve high performance levels by emphasizing personal growth and technical self-efficacy within the organizational context.

77. (A) Serving followers' needs, empowering staff, and promoting community well-being
Servant Leadership in educational institutions prioritizes meeting follower needs, empowering staff development, and fostering community well-being above personal or administrative status. Servant leaders act with humility, empathy, and ethical stewardship, creating a supportive organizational culture. By prioritizing the growth and welfare of teachers and students, servant leaders build high-trust environments that drive collective institutional success.

78. (C) Defining the mission, managing instruction, and promoting a positive learning climate
Instructional Leadership models, such as the framework developed by Hallinger and Murphy, identify three core dimensions of Principal practice: defining the institutional mission, managing the instructional program, and promoting a positive school learning climate. These dimensions require administrators to articulate clear academic goals, supervise classroom teaching, coordinate curriculum, and maintain high standards for student learning.

79. (D) Self-actualization
In Abraham Maslow's Hierarchy of Needs, self-actualization represents the apex level of human

dedicated digital systems implemented in school libraries. These digital platforms automate book inventory cataloging, track circulation records, digitize user memberships, and facilitate rapid resource searching. Digitizing library operations enhances asset tracking, improves student access to learning resources, and optimizes library administration.

115. (A) U-DISE+
Unified District Information System for Education Plus is a comprehensive national online database managed by the Ministry of Education. It collects annual data from all recognized schools across India regarding student enrollment, teacher demographics, physical infrastructure, and financial resources. This centralized dataset forms the baseline for national educational planning, policy formulation, and resource allocation.

116. (C) Ensuring rapid data retrieval, reduced redundancy, and real-time monitoring
Digital record-keeping systems significantly enhance school administrative efficiency by enabling rapid data retrieval, minimizing redundant manual data entries, and facilitating real-time operational monitoring. Storing information digitally eliminates physical filing constraints, safeguards vital institutional records from physical damage, accelerates administrative decision-making, and allows school leaders to access accurate data instantaneously.

117. (A) DIKSHA
DIKSHA serves as the National Digital Infrastructure for Teachers in India. The platform provides comprehensive digital learning resources, including interactive textbooks, supplementary teaching materials, and continuous professional development courses mapped to state and national curricula. Educators utilize DIKSHA to enhance classroom instructional strategies, access pedagogical frameworks, and complete self-paced professional training modules.

118. (A) Both A and R are true and R is the correct explanation of A
Implementing ICT tools in school administration has significantly improved operational efficiency and minimized reporting delays across educational management systems. ICT platforms automate routine data collection, streamline administrative communication, and enable instantaneous verification of student and staff records. The reasoning directly explains why ICT adoption enhances operational efficiency, validating both statements as completely accurate.

119. (B) Enabling continuous updates on attendance, progress, and announcements
Online communication platforms, such as official SMS portals and parent portals, enhance school-community engagement by delivering continuous real-time updates regarding student attendance, academic progress, exam schedules, and urgent administrative circulars. This direct digital communication line increases transparency, strengthens parent-school partnerships, and ensures timely parental awareness regarding institutional activities and student developments.

120. (C) Holding real-time virtual meetings, review sessions, and webinars
Synchronous video conferencing tools, such as Microsoft Teams, Zoom, and Google Meet, enable school administrators to hold real-time virtual staff meetings, conduct academic review sessions, and host professional development webinars. These digital communication tools bypass geographical constraints, save administrative travel time, and facilitate collaborative discussion across school clusters and administrative departments efficiently.

121. (D) Unify digital education efforts to enable multi-mode learning access
The PM e-VIDYA initiative, launched under the Atmanirbhar Bharat Abhiyaan, unifies digital educational initiatives across India to provide equitable, multi-mode learning access. It integrates digital platforms, educational television channels, radio broadcasts, and accessible content for diverse learners, ensuring instructional continuity and bridging learning gaps across rural and urban student populations.

122. (C) I, II, III, and IV
DIKSHA, U-DISE+, NISHTHA, and SWAYAM PRABHA represent vital digital platforms integrated into the Indian school education ecosystem. DIKSHA provides digital content, U-DISE+ manages educational data, NISHTHA delivers continuous teacher capacity building, and SWAYAM PRABHA broadcasts educational DTH channels. Together, these tools strengthen digital learning, teacher training, and administrative governance nationwide.

Downloaded from www.pdf.tube

88. (C) Input-to-outcome ratio fairness compared to reference others
Adams' Equity Theory posits that employee motivation is driven by perceptions of fairness regarding their input-to-outcome ratio compared to reference peers. Inputs include effort, experience, and skills, while outcomes involve salary, recognition, and benefits. Perceived inequities create psychological tension, prompting employees to adjust effort levels, seek outcome changes, or alter cognitive comparisons to restore felt organizational justice.

89. (D) Job dissatisfaction
In Herzberg's Two-Factor Theory, hygiene factors represent extrinsic environmental conditions such as working conditions, company policies, base salary, and job security. When hygiene factors are inadequate or deficient, employees experience significant job dissatisfaction. However, improving hygiene factors merely eliminates dissatisfaction without actively producing high job satisfaction or intrinsic performance motivation.

90. (A) Locke's Goal-Setting Theory
Edwin Locke's Goal-Setting Theory emphasizes that setting specific, challenging goals combined with constructive performance feedback leads to higher performance levels. Clear goals direct employee attention, mobilize effort, increase task persistence, and encourage strategic problem-solving. Fostering commitment to well-defined targets significantly improves performance efficiency across organizational and educational management settings.

91. (B) Management or Principal to staff and subordinates
Downward communication in an educational institution originates from administrative leaders, such as the Principal or management team, and flows vertically down to subordinates and staff members. This channel is utilized to convey official policies, administrative directives, strategic goals, institutional procedures, and performance feedback, ensuring structured operational coordination and administrative alignment across all school departments.

92. (C) I, II, III, and IV
David Berlo's SMCR communication model consists of four essential components: Source, Message, Channel, and Receiver. The source encodes the message, which is transmitted through a specific sensory channel to the receiver, who decodes the information. All four elements are vital for analyzing structural communication processes, identifying potential transmission barriers, and ensuring effective information exchange.

93. (A) Horizontal communication
Horizontal communication occurs between staff members who operate at equivalent hierarchical levels within an organization, such as interactions between teachers of different academic departments. This lateral communication channel facilitates peer collaboration, interdepartmental coordination, information sharing, and problem-solving without navigating vertical administrative chains, thereby enhancing operational efficiency and teamwork across institutional departments.

MCQGPT

94. (C) Diagonal communication
Diagonal communication cuts across both vertical hierarchical ranks and horizontal functional departments within an organization. It allows personnel from different administrative levels and functional areas to communicate directly, bypassing rigid scalar chains during urgent situations. Utilizing diagonal communication speeds up information transfer, streamlines cross-functional operational coordination, and enhances institutional responsiveness during critical administrative events.

95. (D) Collaborating
Under the Thomas-Kilmann Conflict Mode Instrument, Collaborating represents a conflict-handling style characterized by high assertiveness and high cooperativeness. The collaborating approach seeks win-win solutions by addressing the underlying concerns of all parties involved. This style fosters open dialogue, integrative problem-solving, and mutual consensus, making it highly effective for resolving complex institutional conflicts permanently.

96. (C) Collaborating
The Principal utilized a Collaborating conflict resolution style by bringing both parties together, identifying shared operational goals, and co-creating an equitable solution that satisfied everyone's core requirements. This approach addresses root issues cooperatively without sacrificing organizational standards, resulting in a sustainable win-win outcome that preserves

reflective professional capacity, and supports continuous improvement in instructional delivery.

63. (D) Possess inherent personal traits and intelligence distinguishing them from non-leaders
Trait Theory of Leadership posits that effective leaders possess inherent personal characteristics, physical traits, personality attributes, and cognitive abilities that set them apart from non-leaders. The theory operates on the assumption that leadership capabilities are largely innate. Early organizational research focused on identifying these universal personal traits to predict leadership potential and administrative success across institutions.

64. (C) Leader-member relations, task structure, and position power
Fiedler's Contingency Theory posits that leadership effectiveness depends on matching leadership style with situational favorableness. Situational favorableness is determined by three key dimensions: leader-member relations, which reflect group trust; task structure, which measures job clarity; and position power, which indicates the leader's formal administrative authority. Evaluating these three dimensions determines how favorable an organizational context is for leadership execution.

65. (B) Readiness level (ability and willingness)
The Hersey-Blanchard Situational Leadership Model matches appropriate leadership behaviors to the readiness level of followers. Readiness is defined by two key dimensions: task competence, representing ability, and task commitment, representing willingness. As followers demonstrate varying combinations of competence and commitment, administrators dynamically adjust their leadership style between directing, coaching, supporting, and delegating to optimize organizational performance.

66. (B) Directing style (S1 - High Task / Low Relationship)
For followers exhibiting low task competence but high commitment, the Hersey-Blanchard model prescribes a Directing leadership style. This approach provides high task-oriented direction alongside lower relationship-oriented behaviors. The administrator establishes explicit instructions, defines clear operational tasks, and provides structured supervision, helping enthusiasm-rich staff overcome technical skill deficits until higher professional competence is developed.

67. (A) Influence, Motivation, Intellectual Stimulation, Consideration
Transformational Leadership in educational administration is defined by four core components, known as the Four Is: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Transformational leaders serve as ethical role models, articulate an inspiring shared vision, encourage innovative problem-solving among staff, and provide personalized support to foster individual professional growth across the educational community.

68. (C) Clarifying performance expectations using contingent rewards and punishments
Transactional Leadership operates through clear contractual exchanges between leaders and followers, utilizing contingent rewards and punishments. Leaders establish explicit performance expectations, monitor task completion, and provide rewards for goal achievement or corrective action for compliance failures. This leadership approach maintains organizational stability and ensures compliance with routine administrative standards through formal operational agreements.

69. (A) Educational leader focused on curriculum, instructional supervision, and learning outcomes
Instructional Leadership theory emphasizes the Principal's primary role as an educational leader dedicated to curriculum delivery, instructional supervision, and student learning outcomes. Rather than focusing solely on routine managerial administration, instructional leaders define clear educational goals, monitor classroom teaching, support teacher development, and cultivate a positive academic learning climate conducive to instructional success.

70. (A) Both A and R are true and R is the correct explanation of A
Distributed Leadership conceptualizes leadership as a shared network of practice spread across multiple individuals within an institution, rather than concentrated in a single leader. Modern school management involves complex instructional tasks that require expertise from Vice-Principals, department heads, and teacher leaders. This necessity for collective expertise

Click Here to Buy book on Amazon

practices, and positive environmental changes. Therefore, the fourth statement is false, leaving the remaining three statements correct.

106. (A) Establishing a sense of urgency
In John Kotter's 8-Step Change Leadership Model, the critical first step is establishing a sense of urgency. Administrators must demonstrate the necessity for change, examine operational realities, and highlight potential risks of inaction. Creating urgency motivates staff, overcomes institutional complacency, and secures initial commitment necessary to drive large-scale organizational transformation.

107. (B) Multiple sources including self, peers, supervisors, and students
A 360-Degree Teacher Performance Appraisal gathers developmental evaluation feedback from multiple internal and external perspectives, including self-evaluations, peer reviews, supervisory assessments, and student inputs. Collecting feedback from diverse operational sources yields a holistic, balanced evaluation of teaching practices, minimizing supervisor bias, identifying specific professional developmental needs, and driving overall instructional quality improvement.

108. (B) Both parties making concessions to reach a middle-ground solution
In conflict management, Compromising involves both conflicting parties making mutual concessions to reach an acceptable middle-ground resolution. While neither party achieves complete satisfaction, compromising resolves operational standoffs quickly when time is limited or goals are moderately important. This balanced technique preserves working relationships and prevents ongoing administrative friction within school organizations.

109. (A) Semantic barrier
A semantic barrier in organizational communication occurs when administrative language, technical terminology, complex phrasing, or specialized educational jargon is misunderstood by receivers. Variations in language comprehension, vocabulary interpretation, or contextual meaning distort message clarity. Administrators mitigate semantic barriers by utilizing clear, accessible language, avoiding unnecessary technical jargon, and verifying understanding.

MCQGPT

110. (C) Allocating government grants for infrastructural and pedagogical needs
School Development Plans formulated by School Management Committees under the RTE Act serve as the official statutory basis for government resource allocation. Educational authorities utilize these localized plans to release targeted financial grants for upgrading physical infrastructure, acquiring pedagogical materials, improving school sanitation, and meeting operational requirements specified by local institutions.

111. (D) Using ICT to deliver administrative and educational services transparently and efficiently
E-Governance in school education involves leveraging information and communication technologies to deliver administrative and educational services transparently, accurately, and efficiently. Automating administrative functions like student admissions, record maintenance, and resource tracking streamlines institutional governance, enhances operational accountability, eliminates administrative delays, and fosters better communication between educational authorities, schools, and communities.

112. (C) EduDel Portal
The EduDel Portal is the official administrative web portal operated by the Directorate of Education, GNCTD. Delhi Government school principals utilize this integrated platform to monitor daily student attendance, execute online admissions, manage staff leave requests, access MIS data, and process student academic results, ensuring streamlined digital administration across government institutions.

113. (B) Online management of student admissions, transfers, marks entry, and staff profiles
The Management Information System module on the EduDel portal facilitates automated handling of administrative operations for school heads. It streamlines online student admissions, manages inter-school transfers, processes examination marks, and maintains updated teacher profiles. Automating these essential administrative workflows enhances data accuracy, reduces manual paper workloads, and speeds up reporting processes.

114. (D) E-Granthalaya / SLiMS
E-Granthalaya and integrated library automation software like SLiMS serve as

motivation. It reflects the drive to achieve personal growth, fulfill individual potential, and accomplish self-fulfillment. Individuals seek self-actualization after lower-order physiological, safety, social, and esteem needs are satisfied, pursuing creative expression, moral development, and total capability realization within their professional and personal lives.

80. (C) Recognition and personal growth opportunities
Frederick Herzberg's Two-Factor Theory identifies recognition, meaningful work, responsibility, and personal growth opportunities as intrinsic Motivator Factors. While Hygiene Factors prevent job dissatisfaction, Motivator Factors directly drive job satisfaction and internal motivation. Providing professional recognition and advancement opportunities encourages employees to invest higher effort and pursue performance excellence within their organizational roles.

81. (B) Hygiene factors
According to Herzberg's Two-Factor Theory, comfortable physical working conditions, adequate space, and timely salary disbursements represent extrinsic Hygiene Factors. Meeting these hygiene needs prevents employee dissatisfaction and administrative friction but does not directly generate high internal motivation or inspire extra effort. True job enrichment and proactive enthusiasm require intrinsic Motivator Factors such as achievement, recognition, and continuous professional growth.

82. (D) Inherently dislikes work, avoids responsibility, and requires coercion to meet goals
Douglas McGregor's Theory X posits that average employees inherently dislike work, avoid responsibility whenever possible, and lack ambition. Consequently, Theory X management assumes that workers must be strictly controlled, closely supervised, directed, and threatened with administrative coercion or punishment to achieve organizational objectives. This authoritarian perspective relies on centralized command, formal rules, and tight supervisory oversight.

83. (A) Expectancy, Instrumentality, Valence
Victor Vroom's Expectancy Theory formulates motivation as the product of three perceptual variables: Expectancy, Instrumentality, and Valence. Expectancy is the belief that effort leads to performance, Instrumentality is the belief that performance leads to rewards, and Valence is the value assigned to those rewards. Motivation occurs only when all three components are perceived as positive.

84. (C) Preference strength for a specific outcome or reward
In Vroom's Expectancy Theory, Valence measures the emotional value or preference strength an individual places on a particular outcome or reward. It reflects whether the expected reward is personally desirable, neutral, or unwanted. Higher valence increases motivation, provided the employee believes their efforts will successfully result in achieving the valued organizational reward.

85. (C) A is true but R is false
Theory Y assumes employees are self-motivated, seek growth, and direct efforts toward institutional success when properly empowered, making the assertion accurate. However, the description of employees as naturally lazy, passive, and lacking ambition defines Theory X, not Theory Y. Therefore, the assertion is correct, but the accompanying reasoning statement is fundamentally false.

86. (D) Existence, Relatedness, and Growth
Clayton Alderfer's ERG Theory streamlines Maslow's hierarchy into three core groups of human needs: Existence, Relatedness, and Growth. Existence needs encompass basic material and safety requirements, Relatedness needs address interpersonal relationships and social belonging, and Growth needs focus on personal development and self-actualization. Unlike Maslow, ERG theory allows individuals to pursue multiple need categories simultaneously.

87. (B) Achievement, Power, and Affiliation needs
McClelland's Theory of Needs identifies three dominant learned motivators: Need for Achievement, Need for Power, and Need for Affiliation. Individuals motivated by achievement seek challenging goals, power-motivated individuals desire influence and control, and affiliation-motivated individuals value warm interpersonal relationships. Understanding these learned motivators helps administrators assign roles and tailor incentives to individual employee drives.

Downloaded from www.pdf.tube

123. (B) Continuous capacity building for School Heads' and Teachers' Holistic Advancement
The NISHTHA portal, launched by the Ministry of Education, focuses specifically on continuous capacity building for School Heads' and Teachers' Holistic Advancement. The platform offers standardized online training modules addressing inclusive education, competency-based learning, leadership development, and student mental health, empowering school educators to modernize pedagogical practices and improve learning outcomes.

124. (B) School databases store sensitive personal, academic, and financial data of staff and students
Implementing robust cybersecurity measures is a critical administrative responsibility because school databases store sensitive personal, academic, medical, and financial records of staff and students. Protecting digital infrastructure against unauthorized access, data breaches, and cyber threats safeguards privacy rights, maintains administrative integrity, and ensures compliance with statutory data protection regulations.

125. (A) Enforcing strong passwords, multi-factor authentication, and role-based access
To secure administrative digital systems and safeguard confidential records, heads of institutions must enforce strong password policies, multi-factor authentication, and strict role-based access controls. Restricting portal privileges to authorized personnel prevents unauthorized access, mitigates cybersecurity threats, protects sensitive student data, and maintains data integrity across official school management databases.

126. (C) Fraudulent attempts to obtain sensitive login credentials by disguising as a trusted entity
Phishing in administrative cybersecurity describes fraudulent attempts by malicious actors to acquire sensitive information, such as login credentials, passwords, or financial details, by disguising as trustworthy entities in digital communications. School administrators must establish security protocols and conduct cybersecurity awareness training to help staff recognize and avoid deceptive electronic messages.

127. (D) Digital divide, varying staff literacy, connectivity issues, and resistance to change
Adopting IT systems across government school operations faces challenges such as the digital divide, inconsistent internet connectivity, varying digital literacy levels among staff, and institutional resistance to technological change. Addressing these human and structural barriers requires continuous technical training, infrastructure investment, and change management strategies to ensure seamless e-governance implementation.

128. (C) Maintaining secure off-site cloud data backups
Maintaining secure, automated off-site cloud data backups provides effective protection against ransomware attacks and local server failures. Off-site cloud storage isolates duplicate administrative records from infected hardware, enabling immediate, complete recovery of vital student and staff databases without paying ransoms or suffering permanent data loss, ensuring administrative operational continuity.

MCQGPT

129. (B) An open, interoperable digital infrastructure connecting diverse tools and applications
The National Digital Education Architecture framework, launched under NEP 2020, establishes an open, interoperable digital infrastructure for the national education sector. NDEAR enables diverse educational applications, learning tools, and administrative databases to connect seamlessly, fostering innovative digital solutions, standardizing data architecture, and empowering states to build scalable educational technologies.

130. (D) Plan, record proposals, and manage VKS funds digitally
The VKS module on the EduDel portal enables Delhi school administrators to plan developmental proposals, record financial expenditure, and manage Vidyalaya Kalyan Samiti funds digitally. Digitizing VKS operations ensures financial transparency, streamlines budget approval workflows, maintains precise digital audit trails, and facilitates community-led school maintenance and development projects efficiently.

131. (A) Track academic performance, attendance trends, and holistic student growth efficiently
Digitizing Student Cumulative Cards in online school databases enables teachers and administrators to track academic performance,

attendance trends, and holistic student growth efficiently. Centralized digital records provide instant access to longitudinal student performance data, facilitating timely academic interventions, personalized learning support, and comprehensive evaluation across learning domains throughout the student's tenure.

132. (C) Instant online application, transparent processing, and real-time leave tracking
Implementing an online leave management system on the EduDel portal streamlines staff leave administration by offering instant online applications, transparent multi-tier approvals, and real-time leave balance tracking. This digital system eliminates physical paperwork, reduces administrative processing delays, ensures accurate service book maintenance, and simplifies substitution planning for absent teachers.

133. (A) Access permissions are granted strictly according to specific job roles and authorization levels
Role-Based Access Control in administrative ICT systems ensures that data access permissions are assigned strictly according to an individual's specific job role and formal authorization level. Implementing RBAC prevents unauthorized staff from viewing confidential personnel files or modifying administrative databases, maintaining strict data privacy, system security, and organizational accountability.

134. (D) e-Pathshala
Developed by NCERT and the Ministry of Education, e-Pathshala serves as a comprehensive national portal offering free digital access to e-books, audiobooks, educational video lessons, and teaching modules across classes I through XII. The platform supports multi-device access, enabling students, teachers, and parents to download standardized, high-quality learning materials anytime.

135. (A) Both A and R are true and R is the correct explanation of A
School administrators using IT platforms have a statutory and ethical responsibility to safeguard student data privacy. Unauthorized exposure of sensitive student records can lead to serious privacy violations, cyberbullying, and legal liabilities under information technology laws. The reasoning directly explains why maintaining rigorous digital security measures is essential, validating both statements.

136. (C) It serves as certified baseline data for national reporting and resource allocation
Annual U-DISE+ data verification by the Head of School provides certified baseline information utilized for state and national educational reporting, strategic policy planning, and resource allocation. Accurate verification ensures that official government grants, infrastructure support, and staff allocations match real institutional needs, making precise data certification a critical administrative responsibility.

137. (D) Regular updates, licensed anti-virus use, periodic data backups, and phishing awareness
Cyber hygiene in school administrative offices requires enforcing routines such as installing regular software updates, deploying licensed anti-virus software, performing periodic off-site data backups, and conducting staff phishing awareness training. Maintaining consistent cyber hygiene protects administrative networks from malware, prevents unauthorized data access, and ensures system operational integrity.

138. (A) I, II, and III only
U-DISE+ collects national school statistics, DIKSHA provides digital curriculum content, and NISHTHA delivers continuous teacher capacity building. However, e-governance tools automate administrative processes rather than replacing human institutional leadership. Strategic guidance and human leadership remain indispensable, making the fourth statement incorrect while the first three statements remain valid.

139. (B) Sending immediate alerts on attendance, closures, exam schedules, and circulars
Automated SMS gateways on school portals enable administrators to send immediate alerts regarding daily student attendance, emergency closures, examination schedules, and official circulars directly to parents' mobile phones. This rapid communication channel ensures instant stakeholder awareness, improves parent response times, and maintains reliable home-school connectivity during normal and emergency operations.

Click Here to Buy book on Flipkart

140. (B) Paperless administration and digital archiving of administrative records
High ICT adoption in educational management promotes environmental sustainability by enabling paperless administration and digital archiving of official records. Automating administrative workflows, digital reporting, and electronic record storage drastically reduces physical paper consumption, conserves natural resources, minimizes office waste, and supports eco-friendly institutional operational practices across modern school systems.

141. (A) Save travel costs while maintaining inter-school administrative alignment
Conducting virtual meetings and webinars across school clusters allows administrators to maintain operational alignment, share educational resources, and coordinate joint cluster activities efficiently. This digital collaboration saves administrative travel costs, reduces travel time, and streamlines communication between school heads, enabling effective cluster governance without disrupting daily school campus supervision.

142. (C) Resistance to change and technology fear among staff
A significant human barrier to adopting e-governance tools in school administration is staff resistance to change and technology anxiety. Personnel accustomed to traditional paper-based workflows may hesitate to adopt unfamiliar digital systems. Overcoming this non-technical barrier requires targeted digital literacy training, supportive administrative leadership, and demonstrating the practical efficiency benefits of e-governance.

143. (D) Access educational data securely from any authorized internet-connected device
Cloud computing applications in educational management allow administrators to access institutional data securely from any authorized internet-connected device. Storing administrative databases on cloud servers eliminates reliance on local hardware, facilitates remote management, ensures automatic software updates, and enables flexible, continuous access to critical school operational records across administrative locations.

144. (C) Set clear timelines, offer IT training, and monitor portal compliance weekly
To resolve delays in digital marks entry systematically, a Principal should establish firm submission timelines, provide technical IT training to struggling staff, and monitor portal compliance weekly. This constructive managerial response addresses skill deficits, establishes operational accountability, and streamlines digital workflows without resorting to punitive measures or compromising academic reporting.

145. (B) Digitally tracking the lifecycle, location, and status of physical assets
An automated Asset Management module on a school administrative portal serves to digitally track the lifecycle, physical location, operational status, and maintenance history of institutional assets. Digitizing inventory tracking simplifies annual physical verification, prevents asset misallocation, streamline maintenance scheduling, and provides transparent documentation required for statutory financial audits.

146. (D) Authenticity of approvals and tamper-proof staff attendance logging
Implementing digital signatures and Biometric Attendance Systems ensures authentic administrative approvals and tamper-proof staff attendance tracking. Biometric logging eliminates proxy attendance and manual errors, while digital signatures secure electronic documents against unauthorized alterations. Together, these technology tools reinforce operational integrity, streamline payroll processing, and enhance overall administrative transparency.

147. (A) SWAYAM PRABHA DTH Channels
Under the PM e-VIDYA initiative, the "One Class, One TV Channel" program delivers dedicated educational television content through SWAYAM PRABHA DTH channels. Operating round the clock, these dedicated channels broadcast curriculum-aligned educational lessons for classes I through XII, ensuring accessible learning opportunities for students lacking high-speed internet access.

148. (C) Implementing validation rules and restricting editing to authorized staff
Maintaining data integrity within digital student databases requires implementing automated data validation rules and restricting editing

Downloaded from www.pdf.tube

64. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Fiedler's Contingency Model asserts that a leader's effectiveness depends on the match between leadership style and situational favorableness.
Reason (R): Fiedler believed that an individual's basic leadership style (measured by the Least Preferred Coworker scale) is fixed and difficult to alter.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

65. In Fiedler's Contingency Theory, situational favorableness is determined by which three dimensions?
(A) Leader-Member Relations, Task Structure, and Position Power
(B) Employee Motivation, Salary Scale, and Infrastructure
(C) Organizational Age, Size, and Public Reputation
(D) Curriculum Complexity, Teacher Qualification, and Student Discipline

66. According to Hersey and Blanchard's Situational Leadership Theory, when followers have low readiness/competence and low commitment/ willingness, the leader should adopt which style?
(A) Telling / Directing (S1)
(B) Selling / Coaching (S2)
(C) Participating / Supporting (S3)
(D) Delegating (S4)

67. In Hersey and Blanchard's model, a "Delegating" leadership style (S4) is most appropriate for subordinates who display:
(A) Low job competence paired with high commitment
(B) High competence and high readiness
(C) Moderate competence and low confidence
(D) Zero competence and zero willingness

68. Transactional leadership in educational institutions operates primarily on the basis of:
(A) Articulating charismatic vision and providing intellectual stimulation
(B) Exchanges, rewards, and contingent reinforcements
(C) Complete administrative abandonment of supervisory authority and oversight
(D) Empowering individual teachers to redefine organizational vision completely

69. Transformational leaders inspire followers by demonstrating four key components, commonly known as the "Four Is". Which of the following is NOT one of these components?
(A) Idealized Influence
(B) Inspirational Motivation
(C) Intellectual Stimulation
(D) Institutional Inspection

70. A school Principal who encourages teachers to question long-held assumptions, reframe instructional problems, and adopt innovative classroom methods is exhibiting which component of Transformational Leadership?
(A) Idealized Influence
(B) Intellectual Stimulation
(C) Individualized Consideration
(D) Transactional Enforcement

MCQGPT

71. Instructional Leadership primarily focuses on the leader's role in:
(A) Directing physical campus security infrastructure and daily groundskeeping
(B) Defining mission, managing programs, and promoting learning climate
(C) Managing complex civil legal suits brought against the local school board
(D) Handling routine commercial transactions and procurement with suppliers

72. Consider the following statements regarding Distributed Leadership in schools:
I. Leadership is viewed as a practice stretched across multiple individuals rather than concentrated in a single hero-leader.
II. Formal leadership roles (Principal, Vice-Principal) are completely abolished.
III. Leadership activities are emergent and embedded in social interactions across faculty.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

73. According to Abraham Maslow's Hierarchy of Needs, which need level must be satisfied before

CHAPTER 16

Class Observation and School Supervision

1. Who among the following administrative theorists coined the acronym POSDCORB to summarize the core functions of management?
(A) Luther Gulick and Lyndall Urwick
(B) Henri Fayol
(C) Max Weber
(D) Chester Barnard

2. Which function of POSDCORB involves the continuous duty of making decisions and embodying them in specific and general orders and instructions?
(A) Planning
(B) Organizing
(C) Directing
(D) Coordinating

3. In the context of school management, the process of establishing an intentional structure of roles for teachers, non-teaching staff, and students is best defined as:
(A) Organizing
(B) Planning
(C) Staffing
(D) Budgeting

4. Educational management differs fundamentally from educational administration in that management primarily focuses on:
(A) Formulating broad state policies and legal frameworks
(B) Legislative enforcement of service conditions
(C) Constitutional mandates concerning educational access
(D) Executive implementation and optimal utilization of school resources

5. The POSDCORB element represented by 'CO' stands for:
(A) Community Outreach
(B) Coordinating
(C) Curriculum Organization
(D) Classroom Observation

6. Which of the following is considered a human relation function rather than a purely technical administrative function in a school setting?
(A) Maintaining the school stock register
(B) Preparing the annual financial returns
(C) Resolving inter-departmental conflicts among faculty
(D) Auditing student attendance registers

7. An essential characteristic of educational management that distinguishes it from commercial management is its emphasis on:
(A) Short-term financial profit maximization
(B) Measuring quantifiable tangible outputs only
(C) Standardized mechanical production dynamics
(D) Value-based human development and goals

8. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Educational management must be dynamic and adaptive rather than rigid and bureaucratic.
Reason (R): Schools operate in a constantly evolving socio-cultural and technological environment that directly influences student needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

9. Which managerial principle advocated by Henri Fayol dictates that an employee should receive orders from one superior only?
(A) Unity of Direction
(B) Unity of Command
(C) Scalar Chain
(D) Esprit de Corps

10. The systematic process of forecasting future requirements and formulating school development strategies based on available human and material resources is known as:
(A) Educational Supervision

Click Here to Buy book on Amazon

(B) Institutional Planning
(C) Financial Auditing
(D) Performance Appraisal

11. What is the logical sequence of stages involved in constructing an effective Institutional Plan for a school?
I. Needs assessment and resource mapping
II. Formulating specific objectives
III. Implementation of action programs
IV. Evaluation and feedback mechanism
Select the correct sequence from the options given below:
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) II, III, I, IV

12. Consider the following statements regarding the scope of Institutional Planning:
I. It focuses exclusively on academic expansion without considering school infrastructure.
II. It is prepared by the school head in collaboration with teachers, students, and community members.
III. It aims at optimum utilization of available resources within the institution.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

13. According to Herbert Simon's decision-making theory, administrators rarely achieve total rationality and instead operate under:
(A) Complete certainty
(B) Pure intuition
(C) Garbage can logic
(D) Bounded rationality

14. Which decision-making model relies on making incremental adjustments to existing policies rather than fundamental structural redesign?
(A) Rational-Comprehension Model
(B) Satisficing Model
(C) Incremental Model
(D) Normative Model

15. A Vice-Principal decides to delegate the daily management of mid-day meals to a senior teacher. Which principle of delegation ensures that the Vice-Principal remains the ultimate supervisor?
(A) Principle of Delegation by Results
(B) Principle of Absoluteness of Responsibility
(C) Parity of Authority and Responsibility
(D) Scalar Principle

16. Read the scenario given below and answer the question that follows:
The Principal of a school notices that the science laboratories are severely underutilized despite having adequate apparatus. Teachers report lack of time due to administrative duties. The Principal decides to restructure the school timetable to dedicate block sessions for lab work and redistributes routine clerical tasks to staff administrative assistants.
Which administrative decision-making approach has the Principal primarily demonstrated?
(A) Autocratic crisis management protocols
(B) Bureaucratic deferral of operational authority
(C) Laissez-faire delegation of departmental duties
(D) Systematic resource-optimization

MCQGPT

17. The span of control in educational administration refers to the:
(A) Number of subordinates directly managed by an administrator
(B) Total number of subjects taught by a teacher in an academic week
(C) Total geographical area governed by a regional educational district
(D) Total number of hours a school remains open in an academic year

18. Which principle of timetable construction requires ensuring that heavy cognitive subjects like Mathematics and Science are scheduled during early periods of the school day?
(A) Principle of Variety
(B) Principle of Fatigue Avoidance
(C) Principle of Elasticity
(D) Principle of Resource Allocation

19. A master timetable in a secondary school primarily serves as a tool for:
(A) Calculating monthly teacher salaries and administrative allowances
(B) Institutional coordination of school learning activities
(C) Completing formal annual board student registrations

(D) Monitoring local community participation in school affairs

20. Which of the following is an internal organizational determinant when constructing a school timetable?
(A) Mandatory state government holiday lists and official schedules
(B) Availability of laboratory spaces and subject specialists
(C) External board examination dates fixed by state authorities
(D) Municipal public transport schedules and bus routes

21. Total Quality Management (TQM) in education emphasizes continuous improvement primarily driven by:
(A) Conducting high-stakes external summative testing
(B) Learner satisfaction and process optimization
(C) Bureaucratic compliance with inspectorial directives
(D) Strict punitive measures for underperforming staff

22. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Quality Assurance (QA) in school education is proactive, focusing on preventing defect occurrence in processes.
Reason (R): Quality Control (QC) is reactive, focusing on identifying defects in the final output or product.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

23. In a SWOT analysis conducted by a school Principal, an abundance of highly qualified young science teachers is categorized under:
(A) Strengths
(B) Weaknesses
(C) Opportunities
(D) Threats

24. In SWOT analysis, an upcoming municipal highway construction adjacent to the school premises that threatens noise pollution represents an:
(A) Internal Weakness
(B) External Threat
(C) Internal Constraint
(D) External Opportunity

25. Which school record is considered the primary legal register reflecting student admission, date of birth, parent details, and withdrawal particulars?
(A) Cumulative Student Development Record Card
(B) Admission and Withdrawal Register
(C) Institutional Daily School Log Book
(D) Staff and Teacher Movement Register

26. Consider the following statements regarding school record management:
I. The Service Book contains a permanent record of a teacher's service career, leaves, and increments.
II. Stock Registers must separately detail consumable and non-consumable assets.
III. The School Log Book is maintained by class teachers to record daily student attendance.
IV. Visitor's Book contains remarks recorded by inspecting officers and official visitors.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I, III and IV only
(C) II and III only
(D) I, II, III and IV

27. The document in which the Principal records notable daily events, institutional achievements, visits of dignitaries, and major operational disruptions is the:
(A) Cumulative Record Card
(B) School Log Book
(C) Contingency Register
(D) Acquittance Roll

28. Historically, traditional school inspection differed from modern school supervision in that inspection focused primarily on:
(A) Continuous professional development and instructional guidance
(B) Fault-finding, compliance, and authoritative control
(C) Mutual feedback sessions and collaborative action research
(D) Mentoring novice teaching staff through clinical modeling

Downloaded from www.pdf.tube

29. Modern educational supervision is best characterized as:
(A) Rigid, highly autocratic, and strictly punitive
(B) Democratic, supportive, and developmental
(C) Intermittent, inspectorial, and record-centric in nature
(D) Prescriptive, directive, and highly centralized

30. Read the scenario given below and answer the question that follows:
An inspecting officer visits a school and immediately orders disciplinary warnings for two teachers whose lesson plans lack written standardized behavioral objectives, without asking about classroom dynamics or student performance. Conversely, the Vice-Principal spends time co-planning lessons with teachers and offering ongoing feedback.
How are these two approaches classified?
(A) Officer uses democratic supervision; Vice-Principal uses autocratic inspection.
(B) Officer uses traditional inspection; Vice-Principal uses clinical supervision.
(C) Officer uses preventive supervision; Vice-Principal uses corrective supervision.
(D) Officer uses creative supervision; Vice-Principal uses administrative inspection.

31. Which type of educational supervision seeks to identify minor administrative or instructional lapses early to prevent them from becoming major institutional breakdowns?
(A) Creative Supervision
(B) Preventive Supervision
(C) Corrective Supervision
(D) Laissez-faire Supervision

32. Creative supervision in schools primarily encourages:
(A) Strict adherence to outdated traditional pedagogical training manuals
(B) Teacher initiative, experimentation, and original solutions
(C) Pure administrative compliance without any pedagogical modification
(D) Standardized rote learning strategies across all academic sections

33. Corrective supervision focuses on:
(A) Fostering complete teacher autonomy in school curriculum design
(B) Identifying teaching deficiencies and prescribing remedies
(C) Conducting periodic peer-review workshops for master teacher trainers
(D) Facilitating community-led school infrastructure and facility audits

34. Clinical supervision is primarily defined as a supervisor-teacher interaction model that aims to:
(A) Formally evaluate teachers for annual grade promotions and salary raises
(B) Improve instruction through observation and structured feedback
(C) Audit institutional financial accounts and official fund disbursements
(D) Supervise non-teaching administrative staff during campus maintenance

MCQGPT

35. Who among the following pioneers developed the concept and framework of Clinical Supervision in education?
(A) Morris Cogan and Robert Goldhammer
(B) Fred Fiedler and Paul Hersey
(C) Kurt Lewin and Douglas McGregor
(D) Abraham Maslow and Frederick Herzberg

36. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Clinical supervision requires a collegial, non-judgmental partnership between the supervisor and the teacher.
Reason (R): Teachers are more likely to analyze and modify their classroom practices when they do not feel threatened by administrative evaluation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

37. What is the correct sequential order of phases in the Clinical Supervision Cycle?
I. Pre-Observation Conference
II. Classroom Observation
III. Analysis and Strategy Phase
IV. Post-Observation Conference
V. Post-Conference Analysis
Select the correct sequence from the options given below:
(A) I, II, III, IV, V
(B) II, I, IV, III, V
(C) I, III, II, V, IV
(D) III, I, II, IV, V

38. During the Pre-Observation Conference in clinical supervision, the primary objective is to:
(A) Deliver a formal administrative assessment report on overall teacher efficiency
(B) Establish trust, define observational focus, and review lesson goals
(C) Grade the teacher's subject knowledge and pedagogical mastery directly
(D) Discipline the teacher for previous classroom management failures

39. In the Observation Phase of clinical supervision, the principal supervisor should focus on:
(A) Intercepting the teacher midway through class to correct pedagogical errors
(B) Recording objective, factual data on agreed classroom behaviors
(C) Rating individual student performance on standard academic aptitude metrics
(D) Completing formal annual confidential appraisal reports for the ministry

40. The primary purpose of the Post-Observation Conference in clinical supervision is to:
(A) Issue formal administrative reprimands for failed instructional targets
(B) Review observational data collaboratively and plan improvement
(C) Assign extra non-academic administrative duties to the teacher
(D) Publicly announce official teacher efficiency rankings to staff

41. Which supervisory technique involves a senior, experienced teacher observing a colleague's classroom to offer constructive, non-evaluative feedback?
(A) Inspection
(B) Peer Observation
(C) Administrative Audit
(D) Autocratic Directivism

42. Consider the following statements regarding Formal Classroom Observation:
I. Prior scheduling and mutual agreement on time and topic.
II. Clear observational tools like rubrics or standardized checklists.
III. Unannounced random entry lasting less than two minutes without post-feedback.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

43. Informal classroom observations or walk-throughs by a Principal are primarily useful for:
(A) Subjecting teachers to formal annual performance and service appraisals
(B) Gaining continuous visibility of instructional climate and practices
(C) Punishing delinquent or disobedient students immediately during lessons
(D) Replacing formal clinical supervisory cycles and observation steps completely

44. When constructing a classroom observation rubric, an essential technical requirement is that the criteria must be:
(A) Subjective and open to variable administrative interpretation by supervisors
(B) Observable, clear, and aligned with pedagogical standards
(C) Focused exclusively on superficial teacher personality traits and appearance
(D) Identical across primary, secondary, and non-teaching staff roles

45. Constructive feedback provided to a teacher post-observation should be:
(A) Generalized, global in scope, and delayed by several months
(B) Specific, actionable, timely, and behavior-focused
(C) Purely negative and critical in order to foster rapid compliance
(D) Restricted strictly to superficial administrative dress code compliance

46. Read the scenario given below and answer the question that follows:
A Principal observes a Class IX English lesson. The teacher dominates 90% of class time through lecturing, while students remain passive. In the post-observation session, the Principal asks the teacher to analyze student engagement levels using recorded observational data and co-designs a student-centered questioning strategy for the next unit.
Which supervisory approach does the Principal's action demonstrate?
(A) Autocratic direct supervision and prescriptive administrative control
(B) Collaborative supervision for instructional growth
(C) Bureaucratic inspection and formal

Click Here to Buy book on Flipkart

administrative compliance auditing
(D) Laissez-faire non-intervention and administrative passivity

47. Supervision aimed at teacher evaluation for service confirmation or promotion differs from supervision for professional development in that evaluation supervision is inherently:
(A) Formative and diagnostic
(B) Summative and administrative
(C) Non-evaluative and peer-driven
(D) Informal and continuous

48. Formative supervisory practices are primarily aimed at:
(A) Determining annual financial salary increments and official allowances
(B) Facilitating instructional growth and skill development
(C) Recommending immediate termination of teacher probationary contracts
(D) Auditing official board examination answer scripts and mark sheets

49. As an instructional leader, the Principal's central focus should be on:
(A) Managing infrastructural campus construction tenders exclusively
(B) Ensuring quality instruction through supervisory support
(C) Securing external political sponsorships and commercial donations
(D) Conducting external legal audits and statutory court compliance

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Unplanned, purely punitive supervisor visits create high anxiety and resistance among school teachers.
Reason (R): Effective school supervision relies on psychological safety, mutual respect, and collaborative goal-setting.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. Which of the following is a major systemic challenge to conducting regular clinical supervision in large government secondary schools?
(A) Heavy administrative burdens and high pupil-teacher ratios
(B) Total absence of structured classroom observation tools in pedagogical literature
(C) Statutory legal prohibition of classroom observation under state educational acts
(D) Complete systemic resistance from active parent-teacher association bodies

52. What is the recommended strategy regarding the frequency of classroom observations for a novice or probationary teacher compared to a master teacher?
(A) Novice teachers require more frequent supervisory cycles.
(B) Novice teachers should never be formally observed in order to avoid performance anxiety.
(C) Master teachers require weekly formal evaluations while novices require no observation.
(D) Observations should occur strictly once every five years for all permanent teachers.

53. Self-evaluation by teachers as a supervisory technique relies heavily on tools such as:
(A) Reflective journals, self-video analysis, and portfolios
(B) Annual financial compliance statements and institutional balance sheets
(C) Official student disciplinary penalty registers and misconduct reports
(D) Comprehensive school infrastructure safety and facility audit reports

54. An observation checklist that breaks down teaching into specific observable behaviors with binary (Yes/No) presence markers is best used for observing:
(A) Complex implicit socio-emotional classroom dynamics and interpersonal warmth
(B) Essential procedural steps and explicit instructional techniques
(C) Teacher's long-term administrative career aspirations and promotion targets
(D) Overall institutional school socio-economic climate and community factors

55. Which supervisory style is characterized by a leader who dictates exact teaching procedures without allowing teacher discretion or input?
(A) Democratic Supervision

MCQGPT

(B) Autocratic Supervision
(C) Creative Supervision
(D) Laissez-faire Supervision

56. Consider the following statements contrasting Democratic Supervision with Autocratic Supervision:
I. Democratic supervision encourages teacher participation in setting supervisory goals.
II. Autocratic supervision views the supervisor as the sole repository of knowledge and authority.
III. Democratic supervision relies on continuous compliance inspection and threat of sanctions.
IV. Autocratic supervision fosters high internal motivation and teacher creativity.
Which of the statements given above are correct?
(A) I and II only
(B) III and IV only
(C) I, II and III only
(D) I, II, III and IV

57. Direct observation supervisory techniques are most effective when:
(A) The observer enters completely unannounced and remains hidden behind classroom screens
(B) Agreed parameters are monitored using validated instruments
(C) The observer frequently interrupts the ongoing lesson to correct student responses directly
(D) The final observation findings are immediately published on public student notice boards

58. Mentoring in the context of academic supervision is best defined as a process where:
(A) An external municipal inspector formally assesses a school's overall financial health
(B) An experienced educator guides and models practice for a colleague over time
(C) Teachers evaluate and grade each other's official administrative attendance registers
(D) A Principal assigns mandatory penal administrative duties to underperforming staff

59. The fundamental purpose of teacher performance appraisal in educational management is to:
(A) Identify underperforming staff candidates for immediate job retrenchment
(B) Assess efficiency, identify needs, and foster professional growth
(C) Satisfy external media inquiries and public relations accountability demands
(D) Rank enrolled students according to family socio-economic background data

60. Read the scenario given below and answer the question that follows:
A Head of School notices that newly appointed PGTs are struggling with classroom management and syllabus pacing. Instead of issuing memo notices, the Principal pairs each new PGT with an experienced senior mentor for co-planning, mutual observation, and weekly reflective meetings.
What long-term outcome is this academic supervisory initiative most likely to achieve?
(A) Increased overall staff attrition, dissatisfaction, and lowered faculty morale
(B) Enhanced instructional competence and improved teacher retention
(C) Decreased daily student attendance patterns across senior secondary sections
(D) Protracted legal disputes regarding administrative supervisory rights in court

MCQGPT

61. Which leadership theory suggests that effective leaders possess inherent personal traits such as intelligence, energy, self-confidence, and decisiveness?
(A) Behavioral Theory
(B) Trait Theory
(C) Contingency Theory
(D) Transformational Theory

62. The Ohio State University leadership studies identified two core dimensions of leader behavior, which are:
(A) Production orientation and Profit orientation
(B) Initiating Structure and Consideration
(C) Authoritative drive and Laissez-faire drive
(D) Task isolation and Relationship avoidance

63. In the Managerial Grid developed by Blake and Mouton, a school leader who demonstrates high concern for people (9) but low concern for production/task (1) is categorized under which management style?
(A) Task Management (9,1)
(B) Country Club Style (1,9)
(C) Impoverished Management (1,1)
(D) Team Management (9,9)

permissions strictly to authorized personnel. Validation rules prevent erroneous entry formats, while role-based access limits ensure data modification authority rests with designated administrators, protecting accuracy, reliability, and security of student cumulative records.

149. (A) Creating clear digital audit trails for transactions and allocations
Online ICT platforms enhance administrative transparency by generating clear digital audit trails for all financial transactions, resource allocations, and operational approvals. Storing transactional records electronically prevents unauthorized backdating, reduces administrative corruption, simplifies statutory financial auditing, and builds community trust in institutional resource governance and school management.

150. (D) NISHTHA platform
For effective capacity building in IT integration, school leaders should utilize specialized training modules provided on the NISHTHA platform. Offered by the Ministry of Education, NISHTHA provides standardized leadership development courses that equip administrators with competencies to integrate technology, manage digital governance tools, and drive school transformation effectively.

****

Downloaded from www.pdf.tube

an individual becomes motivated by esteem needs?
(A) Self-actualization needs
(B) Social needs
(C) Aesthetic needs
(D) Transcendence needs

74. Read the scenario given below and answer the question that follows:
A Principal notes that secondary teachers are highly dissatisfied with dirty staffrooms, delayed allowance reimbursements, and arbitrary duty allocations. The Principal fixes these operational issues promptly. However, teachers remain unmotivated regarding curriculum innovation until the Principal establishes a peer-recognition award and professional growth pathways.
Which theory of motivation best explains this situation?
(A) Vroom's Expectancy Theory
(B) Herzberg's Two-Factor Theory
(C) McGregor's Theory X and Theory Y
(D) Alderfer's ERG Theory (Regression component)

75. In Herzberg's Two-Factor Theory, which of the following is categorized as a "Motivator" (intrinsic factor) rather than a "Hygiene" factor?
(A) Institutional school working conditions
(B) Monetary salary scales and job security
(C) Achievement and personal growth
(D) Administrative supervisory policy guidelines

76. A school administrator who operates under Douglas McGregor's Theory Y assumption believes that teachers:
(A) Dislike work, avoid responsibility, and need coercion
(B) Inherently enjoy professional work and are highly self-directed
(C) Naturally resist institutional changes and growth
(D) Are driven solely by fear of financial penalties

77. According to Vroom's Expectancy Theory, Motivation (M) is a mathematical function of which three components?
(A) Expectancy, Instrumentality, and Valence
(B) Energy, Effort, and Efficiency
(C) Excellence, Empathy, and Execution
(D) Environment, Experience, and Evaluation

78. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In Vroom's Expectancy Theory, if a teacher believes that extra effort will not lead to improved performance (Expectancy = 0), overall motivation drops to zero.
Reason (R): Motivation in Vroom's model is a multiplicative product of Expectancy, Instrumentality, and Valence.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

79. In organizational communication, when a Principal issues a policy directive circular down to department heads and subject teachers, this represents:
(A) Upward communication
(B) Downward communication
(C) Horizontal / Lateral communication
(D) Diagonal communication

MCQGPT

80. A monthly staff meeting where teachers freely share instructional concerns and suggestions with the Principal represents:
(A) Downward communication
(B) Upward communication
(C) Informal rumor network
(D) Unidirectional directive

81. Communication between the Head of Department (HOD) Mathematics and HOD Science regarding interdisciplinary STEM projects is an example of:
(A) Vertical communication
(B) Lateral communication
(C) Downward communication
(D) External advocacy

82. Which of the following is considered a psychological barrier to effective communication between a school supervisor and a teacher?
(A) High ambient acoustic noise levels in the school corridor
(B) Defensiveness and perceived emotional threat
(C) Faulty digital audio equipment during a virtual staff meeting
(D) Physical distance between regional office and school premises

(D) Listing statutory administrative punishment clauses for service default

101. Supervision that aims at fostering collaborative action research projects among subject teachers across departments is classified as:
(A) Autocratic Supervision
(B) Creative Supervision
(C) Punitive Supervision
(D) Corrective Inspection

102. Consider the following statements regarding a constructive post-observation feedback conference:
I. Feedback must be grounded in objective data collected during observation.
II. Two-way dialogue encouraging teacher reflection must be facilitated.
III. Action plans for instructional refinement must be mutually developed.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

103. Which supervisory approach places primary responsibility on the teacher to analyze their own teaching performance using objective evidence?
(A) Direct Steering Supervision style
(B) Self-Directed Supervision
(C) Inspectional Oversight
(D) Bureaucratic Control

104. Read the scenario given below and answer the question that follows:
During an unannounced walk-through, the Vice-Principal notices that a Mathematics teacher is using outdated lecturing techniques while students are disengaged. Instead of criticizing the teacher in front of the class, the Vice-Principal schedules a meeting, shares specific observations gently, and invites the teacher to observe a colleague who effectively uses interactive geometry software.
What supervisory principle is being practiced by the Vice-Principal?
(A) Autocratic direct correction and reprimand
(B) Dignified, growth-oriented feedback
(C) Total administrative non-intervention policy
(D) Formal disciplinary proceedings under rules

105. In Hersey and Blanchard's Situational Leadership model, a follower who possesses high competence but low confidence or willingness requires which leadership style?
(A) Directing (S1)
(B) Coaching (S2)
(C) Supporting (S3)
(D) Delegating (S4)

106. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Distributed leadership leads to enhanced institutional capacity and sustainable educational improvement.
Reason (R): Distributed leadership leverages expertise across the organization rather than relying exclusively on formal position power.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

107. What is the fundamental emphasis of Instructional Leadership models developed by researchers like Philip Hallinger?
(A) Administrative routines, physical campus security, and facility plant maintenance
(B) Defining mission, managing curriculum, and promoting instructional climate
(C) Conducting public relations campaigns and managing external political liaisons
(D) Auditing daily staff leave records and managing official pension applications

108. Which leadership style is characterized by a "hands-off" approach, where the leader grants complete freedom to subordinates to make decisions and complete work without direct intervention?
(A) Autocratic Leadership
(B) Democratic Leadership
(C) Laissez-faire Leadership
(D) Paternalistic Leadership

109. Which leadership theory emphasizes the emotional connection and shared moral vision between leaders and followers, inspiring followers to transcend their self-interests for the collective good?
(A) Path-Goal Theory
(B) Transformational Theory
(C) Great Man Theory
(D) Scientific Management Theory

Click Here to Buy book on Amazon

the State Education Act provisions

92. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An "open" school climate, characterized by high teacher professional autonomy, supportive leadership, and high trust, positively correlates with student academic achievement.
Reason (R): Organizational climate directly shapes staff morale, professional efficacy, and instructional engagement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

93. According to Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, every non-aided government and specified category school must constitute a:
(A) Parent-Teacher Commercial Trust
(B) School Management Committee (SMC)
(C) Academic Council of Principals
(D) District Education Disciplinary Board

94. As per statutory provisions under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, what percentage of members in a School Management Committee (SMC) must be parents or guardians of students?
(A) At least 25%
(B) At least 50%
(C) At least 75%
(D) Exactly 100%

95. Under Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, what proportion of the total membership of the School Management Committee (SMC) must be women?
(A) At least 33%
(B) At least 50%
(C) At least 60%
(D) At least 75%

96. Which of the following is a primary legal function of the School Management Committee (SMC) under Section 21(2) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009?
(A) Conducting formal civil recruitment examinations for government teachers
(B) Preparing the School Development Plan (SDP)
(C) Deciding official teacher salary pay scales and pension benefits
(D) Terminating ongoing service contracts of permanent government staff

97. The process of classroom observation is most effective when conducted as:
(A) A continuous developmental partnership rather than an inspection event
(B) A secretive, unannounced inspectorial audit focused primarily on fault-finding
(C) A purely financial compliance check monitoring teaching learning material funds
(D) A student-led formal evaluation assessment of teacher personal traits and dress

98. In clinical supervision, what is the key responsibility of the supervisor during the post-observation analysis phase (prior to the feedback conference)?
(A) To calculate immediate monetary salary deductions and administrative penalties
(B) To analyze observational data, identify patterns, and plan feedback
(C) To issue formal written reprimands and warning letters on the school notice board
(D) To rewrite the teacher's semester lesson plans and syllabus outlines unilaterally

99. Which of the following observational methods yields the most objective qualitative data during a classroom observation session?
(A) Selective verbatim transcripts of teacher-student interactions
(B) General impressionistic numerical ratings written several hours after the lesson
(C) Assessing overall teacher popularity among active parent-teacher associations
(D) Counting the total number of physical furniture units located in the classroom

100. When constructing a pedagogical rubric for classroom observation, "descriptors" serve the function of:
(A) Stating the broad overall school mission and vision statement in detail
(B) Detailing explicit, observable performance levels for each criterion
(C) Standardizing official state teacher pay scales and grade classifications

MCQGPT

(C) To finalize official annual external examination schedules and invigilation duties
(D) To identify and penalize consistently non-performing support staff members

120. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): School records must be maintained with strict security, confidentiality, and systematic index ordering.
Reason (R): School records serve as legal documents, historical evidence of institutional compliance, and data sources for educational planning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

121. The cumulative record card (CRC) of a student is designed to provide:
(A) A continuous record of student growth across academic and personal domains
(B) A detailed accounting record of daily financial tuition fees collected from parents
(C) A formal administrative log of teacher disciplinary infractions and misconduct
(D) An itemized stock inventory register of laboratory physical equipment and assets

122. Which of the following school records is classified as a permanent institutional record that must never be destroyed?
(A) Admission and Withdrawal Register
(B) Daily student casual leave applications
(C) Temporary duty allotment slips
(D) Rough chalk stock consumption notes

123. Total Quality Management (TQM) principles in educational management advocate for:
(A) Relying solely on final high-stakes examinations to judge student performance
(B) Continuous improvement of processes involving all stakeholders
(C) Standardizing strict autocratic leadership approaches across all school levels
(D) Eliminating active parent involvement in formal school governance frameworks

124. In quality assurance, the "Deming Cycle" (PDCA Cycle) stands for:
(A) Plan, Do, Check, Act
(B) Predict, Direct, Control, Assess
(C) Prepare, Develop, Coordinate, Audit
(D) Process, Design, Command, Analyze

125. The organizational concept of "Unity of Direction" implies that:
(A) Every organizational employee should receive direct work orders from one superior only
(B) Group activities with one objective should have one plan and manager
(C) Administrative decision-making authority must be fully decentralized to the lowest tier
(D) Employee personnel must be systematically rotated across administrative departments regularly

126. What is the main operational advantage of establishing clear delegation of administrative authority in a large secondary school?
(A) It completely eliminates final legal accountability of the school Principal in all matters
(B) It enhances efficiency, empowers staff, and prevents bottlenecks
(C) It permanently removes the operational need for constructing formal school master timetables
(D) It drastically reduces the total required number of qualified teaching staff in the school

127. Which of the following constitutes an internal threat in a SWOT analysis if unaddressed?
(A) Changing central policy guidelines
(B) High rate of staff turnover and low teacher morale
(C) Opening of a competing private school nearby
(D) Demographic shift in the local neighborhood population

128. An effective academic supervisor performing the role of an instructional coach primarily focuses on:
(A) Gathering administrative evidence to formally justify staff salary deductions
(B) Facilitating reflective practice, lesson modeling, and feedback
(C) Managing routine administrative store registers and equipment inventories

Downloaded from www.pdf.tube

MCQGPT

110. In Fiedler's Contingency Theory, a situation with good leader-member relations, highly structured tasks, and strong position power is considered:
(A) Highly favorable to the leader
(B) Highly unfavorable to the leader
(C) Moderately favorable to the leader
(D) Completely unpredictable

111. A Principal who relies on contingent rewards—such as providing favorable performance remarks in exchange for completion of extra duty assignments—is exhibiting:
(A) Transformational Leadership
(B) Transactional Leadership
(C) Distributed Leadership
(D) Laissez-faire Leadership

112. Leadership that focuses on building capacity, fostering shared responsibility, and empowering teacher-leaders across academic departments is known as:
(A) Bureaucratic Leadership
(B) Distributed Leadership
(C) Autocratic Leadership
(D) Coercive Leadership

113. According to Maslow's Need Hierarchy, providing job security, tenure protections, and safe physical working conditions in a school satisfies teachers':
(A) Physiological Needs
(B) Safety Needs
(C) Esteem Needs
(D) Self-Actualization Needs

114. In McGregor's Theory Y, employees are viewed as:
(A) Lazy, passive, and avoiding work responsibility
(B) Self-motivated, creative, and self-directed
(C) Naturally resistant to organizational growth and institutional change
(D) Driven solely by fear of monetary financial penalties and sanctions

115. What is the logical sequence of stages in Kurt Lewin's Change Model?
I. Moving / Changing
II. Unfreezing
III. Refreezing
Select the correct sequence from the options given below:
(A) I, II, III
(B) II, I, III
(C) II, III, I
(D) III, II, I

116. Consider the following statements regarding effective administrative communication in schools:
I. Communication must be clear, concise, timely, and unambiguous.
II. Active listening is an essential prerequisite for effective upward communication.
III. Distortion in communication increases when channels are excessively hierarchical.
IV. Downward communication should be restricted strictly to written reprimands.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and II only
(C) III and IV only
(D) I, II, III and IV

117. In the Thomas-Kilmann Conflict Mode Instrument, the style that represents low assertiveness and high cooperativeness—where an individual neglects their own concerns to satisfy the concerns of others—is:
(A) Competing
(B) Accommodating
(C) Avoiding
(D) Collaborating

118. Read the scenario given below and answer the question that follows:
Two senior teachers in a secondary school have a severe dispute over allocation of prime teaching periods in the master timetable. The Principal meets both teachers, helps them identify shared academic goals, and co-creates a rotating schedule that satisfies both teachers' pedagogical requirements without compromising student interests.
Which conflict resolution style did the Principal employ?
(A) Avoiding
(B) Competing
(C) Accommodating
(D) Collaborating

119. What is the primary purpose of conducting a SWOT analysis prior to drafting a School Development Plan (SDP)?
(A) To assign annual salary increments and performance bonuses to high-performing teachers
(B) To assess internal factors and external conditions for strategic planning

ANSWERS

1. (A) Luther Gulick and Lyndall Urwick
Administrative theorists Luther Gulick and Lyndall Urwick introduced the acronym POSDCORB in their 1937 paper on organizational management. The acronym synthesizes executive functions into seven distinct activities: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. This conceptual framework remains a foundational reference point in classical public administration and institutional management theories.

2. (C) Directing
Directing is the executive function responsible for making continuous operational decisions and transforming them into specific directives, procedures, and instructions for staff execution. In organizational dynamics, this element ensures that operational activities align with broader institutional goals while maintaining clarity of command, systematic workflow execution, and clear operational guidance for all administrative personnel.

3. (A) Organizing
Organizing involves creating an intentional structure of roles, responsibilities, and relationships within an institution. In educational settings, this function establishes official hierarchies, delegates operational tasks to teaching and non-teaching personnel, and arranges institutional resources systematically. A well-designed administrative structure enables effective coordination, minimizes role ambiguity, and facilitates efficient attainment of instructional goals.

4. (D) Executive implementation and optimal utilization of school resources
Educational management focuses primarily on the executive execution of institutional operations, day-to-day coordination, and the optimal allocation of available physical, financial, and human resources. While educational administration establishes macro policies, legal frameworks, and statutory mandates, management ensures that these overarching policy decisions are efficiently operationalized to achieve specific learning goals within schools.

5. (B) Coordinating
The letters CO in the classical POSDCORB acronym designate the administrative function of coordinating. This essential function involves interconnecting, interrelating, and harmonizing various branches, departments, and personnel activities within an organization. Effective coordination prevents operational overlap, eliminates departmental friction, and ensures that diverse institutional tasks function cohesively toward shared educational objectives.

6. (C) Resolving inter-departmental conflicts among faculty
Human relations functions in educational administration focus on interpersonal dynamics, communication, empathy, and conflict resolution among institutional members. Resolving inter-departmental disagreements requires interpersonal mediation, emotional intelligence, and collaborative problem-solving. This contrasts with purely technical administrative tasks, such as record maintenance, auditing, or inventory logging, which follow fixed mechanical procedures without direct relational engagement.

7. (D) Value-based human development and goals
Educational management is fundamentally distinguished from commercial management by its focus on human growth, ethical development, and social transformation rather than profit generation or physical output metrics. Educational institutions prioritize nurturing cognitive capabilities, character, and civic values in learners, necessitating administrative strategies centered on human potential, qualitative evaluation, and long-term societal well-being.

8. (A) Both A and R are true and R is the correct explanation of A
Educational institutions operate within dynamic social, technological, and cultural environments that constantly redefine learning needs. Consequently, educational management must remain flexible, adaptive, and responsive rather than rigid or administrative. Environmental shifts necessitate continuous adjustments in instructional strategies and administrative

Click Here to Buy book on Flipkart

(D) Filing official legal compliance affidavits with municipal education boards

129. Preventive supervision is primarily designed to:
(A) Catch underperforming teachers red-handed during routine instructional errors
(B) Anticipate potential difficulties and implement proactive support
(C) Discipline teaching staff strictly after major administrative failures occur
(D) Eliminate all formal forms of classroom pedagogical observations completely

130. Peer observation is most successful in improving classroom practices when it is conducted in an environment of:
(A) Mutual trust, confidentiality, and professional growth
(B) High anxiety, competitive grading, and public reporting
(C) Strict administrative oversight and threat of formal memo issuance
(D) Formal inspectorial audit and financial penalties

131. In clinical supervision, the "Observation Instrument" (e.g., focus tally sheet, seating chart analysis) is selected and finalized during which stage?
(A) Post-Observation Conference
(B) Pre-Observation Conference
(C) Post-Conference Analysis
(D) Annual Performance Evaluation

132. Consider the following statements regarding the core functions of a Head of School as an Academic Supervisor:
I. Assessing school instructional needs through classroom observation data.
II. Providing targeted continuous professional development opportunities for staff.
III. Inspecting maintenance registers exclusively while neglecting classroom pedagogy.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

133. Teacher appraisal systems that focus on formative growth emphasize:
(A) Broad numerical performance rankings published publicly to all staff
(B) Continuous diagnostic feedback and self-reflection
(C) Immediate administrative termination of low-scoring probationary staff
(D) Standardized penal sanctions and official salary deduction measures

134. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Educational management requires a judicious blend of transactional efficiency and transformational leadership.
Reason (R): Transactional functions maintain routine operational stability, while transformational leadership drives organizational improvement and innovation.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

135. The primary distinction between transactional and transformational leadership lies in the fact that transformational leadership:
(A) Relies strictly on contractual exchanges and formal compliance mechanisms
(B) Alters follower values and culture toward a higher vision
(C) Focuses exclusively on routine day-to-day operational administrative tasks
(D) Operates strictly within traditional autocratic administrative hierarchies

136. Under the Hersey-Blanchard Situational Leadership model, "Selling / Coaching" (S2 style) involves:
(A) High task and high relationship behavior
(B) Low Task Behavior and Low Relationship Behavior
(C) High Task Behavior and Low Relationship Behavior
(D) Low Task Behavior and High Relationship Behavior

137. Which motivation theory categorizes human needs into Existence, Relatedness, and Growth (ERG)?
(A) Clayton Alderfer
(B) David McClelland
(C) Victor Vroom
(D) Frederick Herzberg

Downloaded from www.pdf.tube

138. Read the scenario given below and answer the question that follows:
A Principal faces rising friction between experienced senior teachers and tech-savvy junior teachers regarding curriculum delivery methods. Instead of imposing a top-down solution, the Principal forms cross-generational teaching pairs to co-create lesson plans, combining traditional pedagogical depth with digital tools.
Which strategy of conflict management and change leadership did the Principal adopt?
(A) Coercive administrative isolation of dissenting faculty
(B) Integrative problem-solving and synergy
(C) Laissez-faire administrative avoidance of conflict
(D) Formal disciplinary reference under civil Conduct Rules

139. In educational management, "Scalar Chain" refers to:
(A) The physical architectural hierarchy of classroom blocks in school construction
(B) The line of authority from highest executive to lowest level
(C) The chronological sequence of examination papers in annual student evaluation
(D) The structural ladder of student academic promotion criteria across grades

140. Which of the following is an example of an informal communication channel within a school organization?
(A) Official administrative school circular regarding annual exam schedules
(B) Mandatory statutory notices posted on official staff bulletin boards
(C) Informal teacher grapevine during break hours
(D) Directorate of Education official gazette notification on service rules

141. The Thomas-Kilmann conflict mode characterized by moderate assertiveness and moderate cooperativeness—where both parties make concessions to reach an expedient agreement—is:
(A) Collaborating
(B) Compromising
(C) Avoiding
(D) Accommodating

142. In institutional planning, "resource mapping" involves:
(A) Auditing available physical, financial, human, and community resources
(B) Mapping exact physical coordinates of school boundaries on official geographical maps
(C) Listing external public examination centers across the state education department
(D) Drawing detailed architectural plans for proposed new school building extensions

143. Under Section 22 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the School Management Committee (SMC) is statutorily mandated to prepare which document?
(A) Annual Central Budget Statement
(B) School Development Plan (SDP)
(C) National Curriculum Framework
(D) Service Rules Amendment Report

144. Consider the following statements regarding the composition and operation of School Management Committees (SMCs) under the Right of Children to Free and Compulsory Education (RTE) Act, 2009:
I. Parents/guardians must constitute at least 75% of total committee members.
II. Proportionate representation must be given to parents of children from disadvantaged groups and weaker sections.
III. At least 50% of the total members of the SMC must be women.
IV. The SMC has legal authority to directly dismiss permanent government school teachers.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and II only
(C) III and IV only
(D) I, II, III and IV

MCQGPT

145. School culture is best defined as the:
(A) Immediate physical temperature, seating comfort, and ventilation of classrooms
(B) Deeply embedded values, beliefs, norms, and shared traditions
(C) Yearly state board examination results and institutional pass percentage data
(D) Total annual monetary expenditure allocated for physical school maintenance

146. A school Principal who prioritizes building trust, celebrating teacher successes, encouraging shared decision-making, and supporting risk-taking is directly fostering a:

(A) Closed organizational climate
(B) Positive school climate
(C) Bureaucratic inspectorial climate
(D) Autocratic organizational structure

147. Which type of supervision is primarily concerned with discovering special talents, original methods, and artistic innovations among teachers and encouraging their development?
(A) Corrective Supervision
(B) Creative Supervision
(C) Autocratic Supervision
(D) Preventive Supervision

148. Read the scenario given below and answer the question that follows:
During a clinical supervision cycle, the Principal observes that a teacher's questioning strategy reaches only students sitting in the front rows. In the post-observation conference, the Principal shows the seating pattern observation map recorded during class. The teacher recognizes the pattern independently and commits to utilizing equitable random-call techniques.
Why was this post-observation conference effective?
(A) The Principal threatened immediate formal salary deduction and administrative action.
(B) Objective data enabled self-reflection and professional ownership.
(C) The Principal wrote an official disciplinary memo to the Directorate of Education.
(D) The teacher was formally compelled to sign an official letter of apology to staff.

149. What is the fundamental objective of the 'Pre-Observation Conference' in the clinical supervision framework?
(A) To judge and grade overall teacher competency prior to classroom lesson delivery
(B) To establish rapport, clarify objectives, and agree on observation focus
(C) To issue formal administrative directions regarding daily employee service discipline
(D) To review end-of-term student standardized academic examination results in detail

150. As an administrative and academic leader of a school, the Principal's ultimate aim in integrating planning, management, supervision, and leadership is to:
(A) Minimize routine administrative effort and close institutional records early
(B) Enhance organizational effectiveness and student learning outcomes
(C) Ensure maximum monetary savings within unspent school contingency funds
(D) Maintain rigid administrative control and eliminate individual teacher autonomy

****

Click Here to Buy book on Amazon

83. The Thomas-Kilmann Conflict Mode Instrument identifies five conflict-handling modes based on two dimensions: Assertiveness and Cooperativeness. Which style reflects high assertiveness and low cooperativeness?
(A) Accommodating
(B) Competing
(C) Avoiding
(D) Collaborating

84. In the Thomas-Kilmann conflict model, the "Collaborating" style is characterized by:
(A) High assertiveness and cooperativeness
(B) Low Assertiveness and Low Cooperativeness
(C) High Assertiveness and Low Cooperativeness
(D) Low Assertiveness and High Cooperativeness

85. Which conflict management style involves a win-lose approach where one party seeks to achieve its goals at the direct expense of the other party?
(A) Compromising
(B) Competing
(C) Accommodating
(D) Collaborating

86. Consider the following statements regarding organizational change management in Kurt Lewin's Three-Step Model:
I. 'Unfreezing' involves breaking down the existing status quo and creating readiness for change.
II. 'Changing/Moving' involves implementing new behaviors, processes, or structural practices.
III. 'Refreezing' involves reinforcing and institutionalizing the new changes into organizational culture.
IV. The model advocates that refreezing must precede unfreezing to avoid organizational anxiety.
Which of the statements given above are correct?
(A) I, II and III only
(B) I and II only
(C) III and IV only
(D) I, II, III and IV

87. According to Kurt Lewin's Force Field Analysis, organizational change occurs when:
(A) Restraining forces substantially exceed driving forces in strength
(B) Driving forces overcome restraining forces
(C) Both driving and restraining forces are eliminated completely from the system
(D) Administrative decision-making authority is totally centralized at top tier

88. Read the scenario given below and answer the question that follows:
A Principal intends to introduce ICT-enabled smart classrooms across all secondary sections. Experienced teachers resist, fearing technological incompetence. The Principal organizes non-evaluative peer workshops, provides hands-on technical assistants, and highlights successful pilot trials by colleagues.
According to change management principles, how has the Principal addressed teacher resistance?
(A) By using coercive administrative sanctions and threatening punitive transfers
(B) By reducing restraining forces through education and support
(C) By ignoring staff concerns and imposing immediate summative evaluations
(D) By deferring ICT technology integration indefinitely across all sections

MCQGPT

89. Staff development programs in schools are most effective when they are designed based on:
(A) Directives issued unilaterally by external commercial hardware suppliers
(B) Needs assessment aligned with institutional goals and teacher needs
(C) Randomly chosen training topics selected at the last minute by management
(D) Exclusively theoretical lectures delivered without practical classroom demonstration

90. Teacher appraisal systems that utilize inputs from self-appraisal, peer feedback, student feedback, and supervisory evaluation are known as:
(A) Traditional single-source supervisory performance appraisals
(B) 360-Degree multi-rater appraisal systems
(C) Unilateral inspectorial assessment metrics used by officials
(D) Routine administrative compliance checks and record audits

91. School climate differs from school culture in that school climate primarily refers to:
(A) Deep-seated historical values, traditions, and underlying cultural beliefs of the school
(B) Shared perceptions of the daily psychological atmosphere
(C) The physical architectural blueprint and structural design of the school buildings
(D) The statutory regulatory rules framed under

practices, making socio-cultural evolution the direct justification for adopting flexible management frameworks in schools.

9. (B) Unity of Command
Henri Fayol's principle of Unity of Command dictates that an employee should receive operational orders from and report to only one direct superior. This structural principle prevents conflicting instructions, avoids role ambiguity, and establishes clear lines of accountability within an organizational hierarchy, thereby ensuring smooth operational coordination across administrative departments.

10. (B) Institutional Planning
Institutional Planning is a systematic process through which an individual educational institution evaluates its existing resources, assesses localized needs, and projects future operational goals. By formulating short-term and long-term action programs tailored to available human and material capacities, the institution systematically works toward improving administrative efficiency, instructional quality, and overall institutional growth.

11. (A) I, II, III, IV
Constructing an institutional plan follows a logical progression beginning with needs assessment and resource mapping to establish baseline conditions. Once needs are identified, specific achievable objectives are formulated. Subsequently, action programs are implemented to operationalize these objectives. Finally, systematic evaluation and feedback mechanisms are deployed to monitor progress and inform future planning cycles.

12. (B) II and III only
Institutional planning encompasses both academic development and physical infrastructural improvements within a school. It relies on a participatory approach involving the school head, teaching staff, students, and community members to ensure localized needs are addressed. Furthermore, its fundamental objective is optimizing the utilization of existing institutional resources to enhance educational quality and overall operational effectiveness.

13. (D) Bounded rationality
Herbert Simon's administrative decision-making theory posits that human decision-makers operate under bounded rationality due to cognitive limitations, incomplete information, and time constraints. Administrators rarely possess total knowledge or unlimited analytical capacity to achieve complete rationality. Instead, they evaluate a limited range of viable alternatives and select satisfactory solutions rather than optimal mathematical choices.

14. (C) Incremental Model
The Incremental Model of decision-making, developed by Charles Lindblom, focuses on making small, step-by-step adjustments to existing policies rather than undertaking comprehensive structural redesigns. Administrators rely on past practices and familiar routines to make manageable policy revisions, mitigating risks and avoiding organizational resistance associated with drastic or sweeping institutional transformations.

15. (B) Principle of Absoluteness of Responsibility
The Principle of Absoluteness of Responsibility states that while an administrator can delegate authority and operational tasks to subordinates, ultimate accountability cannot be transferred. The delegating supervisor retains full responsibility for the performance and outcomes of assigned duties, ensuring that administrative oversight, final control, and organizational accountability remain intact at higher structural levels.

16. (D) Systematic resource-optimization
Systematic resource optimization involves identifying operational bottlenecks and reallocating institutional resources, time, and personnel to enhance performance efficiency. Reassigning administrative tasks to support staff and restructuring class schedules allows specialized facilities and qualified educators to be utilized fully, ensuring that material and human resources directly support primary instructional objectives and student learning outcomes.

17. (A) Number of subordinates directly managed by an administrator
The span of control in educational administration defines the specific number of subordinates or departments that a single administrator can manage, supervise, and direct effectively. Determining an optimal span of control depends on task complexity, supervisor capacity, and organizational structure, directly influencing

Downloaded from www.pdf.tube

in shared decision-making and instructional decision leadership.

73. (B) Social needs
In Abraham Maslow's Hierarchy of Needs, lower-level needs must be substantially satisfied before an individual becomes motivated by higher-level needs. Social needs—encompassing belongingness, acceptance, affection, and positive interpersonal relationships—must be fulfilled before an individual is primarily motivated by esteem needs, such as professional recognition, status, personal achievement, and self-respect.

74. (B) Herzberg's Two-Factor Theory
Herzberg's Two-Factor Theory distinguishes between hygiene factors and motivators. Resolving operational problems through addressing hygiene factors—such as physical working conditions and duty allocations—prevents staff dissatisfaction but does not inherently generate motivation. True motivation and continuous instructional innovation arise from intrinsic factors, including achievement, formal recognition, responsibility, and professional growth opportunities.

75. (C) Achievement and personal growth
In Herzberg's Motivation-Hygiene Theory, intrinsic factors directly associated with job satisfaction and internal motivation are classified as Motivators. Achievement, personal growth, meaningful responsibility, and professional recognition serve as motivators, whereas working conditions, basic salary scales, administrative policies, and supervision are hygiene factors that prevent dissatisfaction.

76. (B) Inherently enjoy professional work and are highly self-directed
Douglas McGregor's Theory Y assumes that employees view work as natural, possess inherent self-direction, seek responsibility, and exercise creativity in solving organizational problems. Administrators adopting Theory Y foster supportive environments, empower teachers, encourage collaborative decision-making, and rely on internal motivation rather than strict supervisory control or punitive coercion.

77. (A) Expectancy, Instrumentality, and Valence
Victor Vroom's Expectancy Theory posits that motivation is a mathematical product of three core components: Expectancy, the belief that effort leads to performance; Instrumentality, the belief that performance leads to rewards; and Valence, the perceived value of those rewards. If any single component is zero, total motivation drops to zero.

78. (A) Both A and R are true and R is the correct explanation of A
Vroom's Expectancy Theory models motivation as a multiplicative interaction of Expectancy, Instrumentality, and Valence. Because the formula relies on multiplication, if a teacher believes that additional effort will not result in improved performance—yielding an Expectancy value of zero—the resulting overall motivational score mathematically becomes zero.

79. (B) Downward communication
Downward communication occurs when operational information, policy directives, administrative circulars, or official instructions flow from higher executive levels to lower levels in an organizational hierarchy. A principal issuing policy guidelines down to department heads and teaching staff represents classic downward communication intended to direct and coordinate activities.

MCQGPT

80. (B) Upward communication
Upward communication flows from lower structural levels to higher administrative levels within an organization. Staff meetings where teachers voice instructional concerns, provide operational feedback, share classroom challenges, and offer constructive suggestions to the school principal serve as key upward communication channels, providing administrative leaders with essential ground-level organizational insight.

81. (B) Lateral communication
Lateral or horizontal communication occurs between individuals operating at the same administrative or structural level within an organization. Dialogue between two Heads of Department regarding interdisciplinary projects exemplifies lateral communication, facilitating peer-level coordination, resource sharing, problem-solving, and cross-departmental collaboration without routing messages through vertical lines of authority.

82. (B) Defensiveness and perceived emotional threat
Psychological barriers to communication involve internal emotional and mental states that hinder

27. (B) School Log Book
The School Log Book is an official administrative record maintained personally by the school principal or institutional head. It serves as an ongoing historical record documenting significant institutional events, official visits by dignitaries, academic achievements, severe weather disruptions, administrative emergencies, and major operational changes occurring throughout the academic year.

28. (B) Fault-finding, compliance, and authoritative control
Traditional school inspection was historically characterized by top-down authoritative control, rigid compliance checks, and a primary focus on finding operational faults. Inspecting officers focused on enforcing regulatory mandates and penalizing deficiencies, rather than offering constructive pedagogical guidance, professional mentorship, or collaborative support to improve instructional techniques within classrooms.

29. (B) Democratic, supportive, and developmental
Modern educational supervision is characterized by a democratic, supportive, and developmental ethos aimed at professional growth and instructional enhancement. It moves away from punitive inspection toward collaborative goal-setting, continuous mentoring, reflective practice, and professional partnership, fostering a safe environment where educators are empowered to innovate and refine their teaching practices.

30. (B) Officer uses traditional inspection; Vice-Principal uses clinical supervision.
The inspecting officer's approach reflects traditional inspection, prioritizing authoritative compliance, rigid documentation checks, and immediate fault-finding without contextual understanding. Conversely, the Vice-Principal practices clinical supervision, which emphasizes collaborative lesson planning, classroom observation, constructive dialogue, and ongoing developmental feedback to enhance teacher professional growth and instructional effectiveness.

31. (B) Preventive Supervision
Preventive supervision is an administrative strategy designed to identify potential instructional or management issues early before they escalate into major operational disruptions. Supervisors proactively provide guidance, clarify expectations, and address minor lapses, thereby creating supportive frameworks that safeguard instructional quality and maintain continuous organizational stability across school departments.

32. (B) Teacher initiative, experimentation, and original solutions
Creative supervision in educational settings actively encourages teacher autonomy, original thinking, instructional experimentation, and innovative problem-solving. Supervisors act as facilitators who nurture individual talents and support original pedagogical approaches, fostering an adaptable professional climate that promotes progressive teaching strategies tailored to diverse student learning needs.

33. (B) Identifying teaching deficiencies and prescribing remedies
Corrective supervision focuses on identifying observed pedagogical weaknesses or operational lapses in classroom instruction and providing specific, practical remedies. Supervisors analyze underlying instructional deficiencies, offer targeted suggestions, and establish constructive corrective measures to assist teachers in improving classroom management, subject delivery, and overall teaching effectiveness.

34. (B) Improve instruction through observation and structured feedback
Clinical supervision is a structured, face-to-face supervisory process designed to improve classroom instruction through direct observation and collaborative feedback. It operates as a continuous, growth-oriented partnership where supervisors and teachers analyze objective observational data, reflect on instructional practices, and co-develop practical strategies to enhance student learning experiences.

35. (A) Morris Cogan and Robert Goldhammer
The formal framework of clinical supervision was pioneered by Morris Cogan and Robert Goldhammer at Harvard University during the 1960s. Designed for teacher preparation and professional development, their model introduced a systematic, multi-phase cycle centered on direct classroom observation, collaborative analysis, and non-judgmental feedback to refine pedagogical practices.

Click Here to Buy book on Flipkart

of daily operational life and administrative environment in the school.

92. (A) Both A and R are true and R is the correct explanation of A
An open organizational climate, characterized by supportive leadership and professional trust, directly enhances teacher efficacy and instructional commitment. Because school climate directly shapes staff morale and teaching engagement, creating a positive psychological environment serves as the foundational mechanism through which institutional practices drive improved student academic outcomes.

93. (B) School Management Committee (SMC)
Section 21 of the Right of Children to Free and Compulsory Education Act, 2009, mandates that every non-aided government and specified category school constitute a School Management Committee. This statutory body ensures community participation, decentralizes school governance, and engages parents directly in monitoring school functioning and developmental planning.

94. (C) At least 75%
Under statutory provisions of the Right of Children to Free and Compulsory Education Act, 2009, at least 75% of the total members of a School Management Committee must be parents or guardians of enrolled students. This high proportion ensures strong community ownership and localized accountability in managing elementary education.

95. (B) At least 50%
Under Section 21 of the Right of Children to Free and Compulsory Education Act, 2009, at least 50% of the total membership of the School Management Committee must be women. This statutory mandate guarantees gender equity in local school governance, empowering women to participate directly in decision-making and educational development.

96. (B) Preparing the School Development Plan (SDP)
Under Section 21(2) of the Right of Children to Free and Compulsory Education Act, 2009, a primary legal function of the School Management Committee is preparing the School Development Plan. The committee also monitors institutional functioning and oversees the utilization of administrative grants, promoting local participatory school management.

97. (A) A continuous developmental partnership rather than an inspection event
Classroom observation achieves maximum pedagogical effectiveness when conducted as a continuous, developmental partnership rather than a sporadic inspection event. Viewing observation as a supportive, growth-oriented process fosters mutual trust, reduces evaluation anxiety, and encourages educators to engage in reflective practice, collaborative feedback, and professional innovation to improve instructional quality.

98. (B) To analyze observational data, identify patterns, and plan feedback
During the analysis phase preceding the post-observation feedback conference, the supervisor's primary responsibility is organizing recorded observational data, identifying instructional patterns, and planning a constructive feedback strategy. Thorough data analysis enables the supervisor to present objective evidence, facilitating a productive, non-threatening dialogue focused on targeted professional growth.

99. (A) Selective verbatim transcripts of teacher-student interactions
Recording selective verbatim transcripts of teacher-student verbal interactions provides highly objective qualitative data during classroom observation. Verbatim records capture exact dialogue without immediate supervisor bias or interpretation, serving as reliable factual evidence during post-observation reflection to analyze questioning techniques, wait time, and student participation patterns objectively.

100. (B) Detailing explicit, observable performance levels for each criterion
In classroom observation rubrics, descriptors provide explicit, detailed explanations for each level of performance across designated evaluation criteria. Clear descriptors outline specific, observable teacher and student behaviors, ensuring transparent, objective scoring while giving educators concrete, actionable feedback regarding instructional expectations and professional growth targets across all observed areas.

MCQGPT

45. (B) Specific, actionable, timely, and behavior-focused
Post-observation feedback must be specific, actionable, timely, and focused strictly on observable teaching behaviors rather than personality traits. Delivering prompt, evidence-based feedback enables educators to understand exact instructional strengths and areas needing refinement, fostering meaningful professional self-reflection and immediate application of corrective teaching techniques.

46. (B) Collaborative supervision for instructional growth
Collaborative supervision focuses on joint problem-solving, active dialogue, and shared analysis between supervisor and educator. By presenting recorded classroom interaction data and guiding the teacher to analyze student engagement, the supervisor fosters reflective self-assessment and co-designs instructional strategies, creating a supportive environment dedicated to continuous professional growth.

47. (B) Summative and administrative
Supervision aimed at teacher evaluation for service confirmation, tenure, or promotion is inherently summative and administrative. Unlike formative supervision, which emphasizes ongoing growth and diagnostic support, evaluative supervision makes definitive administrative judgments regarding professional competence, institutional compliance, and overall job performance against formal organizational standards.

48. (B) Facilitating instructional growth and skill development
Formative supervisory practices are intentionally designed to support ongoing professional growth, instructional refinement, and pedagogical skill development. Through continuous diagnostic feedback, reflective conferences, and targeted coaching, formative supervision assists educators in identifying strengths and areas for improvement without triggering the high-stakes anxiety of administrative performance evaluation.

49. (B) Ensuring quality instruction through supervisory support
As an instructional leader, the principal's primary priority is driving educational quality and academic achievement by supporting, supervising, and developing teaching personnel. Instructional leadership emphasizes curriculum development, classroom observation, teacher mentoring, and maintaining a positive learning environment, ensuring that core institutional efforts directly enhance student learning outcomes.

50. (A) Both A and R are true and R is the correct explanation of A
Unplanned, punitive supervisory visits induce significant anxiety and defensive resistance among teachers because they undermine professional trust. Effective supervisory systems depend fundamentally on psychological safety, open dialogue, and shared goal-setting, making the establishment of trust and respect the direct prerequisite for reducing resistance and fostering pedagogical growth.

51. (A) Heavy administrative burdens and high pupil-teacher ratios
A major systemic obstacle to implementing regular clinical supervision in large public secondary schools is the heavy burden of non-academic administrative responsibilities combined with high pupil-teacher ratios. Time constraints and operational demands often limit administrators from conducting complete multi-phase clinical supervisory cycles with individual teaching staff members consistently.

52. (A) Novice teachers require more frequent supervisory cycles.
Novice or probationary teachers require more frequent, intensive supervisory cycles compared to experienced master teachers. Frequent observation and structured guidance help novice educators adjust to classroom management, lesson pacing, and pedagogical strategies, providing necessary scaffolding during early career stages to build professional competence and self-confidence.

53. (A) Reflective journals, self-video analysis, and portfolios
Self-evaluation as a supervisory strategy relies on tools that promote systematic self-reflection and honest self-assessment. Utilizing reflective journals, analyzing recorded classroom video lessons, and compiling professional teaching portfolios allow educators to independently evaluate their instructional performance, identify pedagogical gaps, and take ownership of ongoing continuous professional development.

MCQGPT

54. (B) Essential procedural steps and explicit instructional techniques
Binary observation checklists using simple presence markers are best suited for monitoring explicit procedural steps and specific instructional techniques. These structured tools efficiently record the presence or absence of clearly defined classroom routines, clear safety protocols, or required lesson elements, ensuring reliable data collection for highly operational teaching tasks.

55. (B) Autocratic Supervision
Autocratic supervision is defined by centralized authority, direct control, and unilateral command where the supervisor mandates exact pedagogical practices without input or discretion from teaching staff. This supervisory style enforces strict operational compliance, discouraging teacher autonomy, creative experimentation, and collaborative decision-making within the educational institution.

56. (A) I and II only
Democratic supervision promotes collaborative goal-setting and active teacher participation, whereas autocratic supervision views the supervisor as the sole authority enforcing compliance. Statements suggesting that democratic supervision relies on punitive sanctions or that autocratic supervision fosters creativity are false, as autocratic control suppresses internal motivation and instructional innovation.

57. (B) Agreed parameters are monitored using validated instruments
Direct classroom observation is most effective when conducted transparently using validated, reliable observation instruments centered on pre-agreed pedagogical parameters. Clear objectives and systematic evaluation instruments ensure that observational data remain objective, meaningful, and actionable, fostering professional trust and targeted instructional enhancement during post-observation feedback discussions.

58. (B) An experienced educator guides and models practice for a colleague over time
Academic mentoring is a developmental process in which an experienced, master educator offers ongoing guidance, professional feedback, and instructional modeling to a colleague over time. Mentoring fosters professional trust, refines teaching practices, and builds institutional capacity through reflective dialogue, collaborative planning, and supportive continuous professional growth.

59. (B) Assess efficiency, identify needs, and foster professional growth
The fundamental purpose of teacher performance appraisal in educational management is assessing instructional efficiency, identifying individual professional needs, and supporting ongoing career development. Rather than acting primarily as a punitive mechanism, systematic appraisal provides constructive evidence that guides professional development opportunities and improves overall institutional performance.

60. (B) Enhanced instructional competence and improved teacher retention
Pairing novice teachers with experienced mentors for collaborative planning, classroom observation, and reflective discussions significantly strengthens pedagogical competence and builds professional confidence. This supportive framework reduces early career isolation, improves classroom management skills, and enhances overall teacher retention rates within the educational institution over time.

61. (B) Trait Theory
Trait Theory of leadership posits that effective leaders possess distinct, inherent personal characteristics and traits—such as high intelligence, drive, self-confidence, emotional stability, and decisiveness. This perspective suggests that leadership capabilities are innate qualities that distinguish leaders from non-leaders across various organizational settings and supervisory contexts.

62. (B) Initiating Structure and Consideration
The Ohio State University leadership research identified Initiating Structure and Consideration as the two primary dimensions of leader behavior. Initiating Structure reflects the extent to which a leader defines tasks, organizes work, and establishes formal communication. Consideration measures the extent to which a leader fosters mutual trust, respect, and warmth toward subordinates.

63. (B) Country Club Style (1,9)
In the Managerial Grid developed by Blake and Mouton, the Country Club style represents high concern for people alongside low concern

Downloaded from www.pdf.tube

for production tasks. Leaders adopting this approach prioritize maintaining friendly interpersonal relationships and a comfortable workplace environment, often at the expense of rigorous task achievement and organizational productivity.

64. (A) Both A and R are true and R is the correct explanation of A
Fiedler's Contingency Model states that leadership performance depends on matching an individual's leadership style to situational favorableness. Fiedler held that a leader's basic style is relatively stable and fixed. Therefore, achieving organizational effectiveness requires engineering the situational context to fit the leader's predetermined style rather than expecting leaders to change.

65. (A) Leader-Member Relations, Task Structure, and Position Power
In Fiedler's Contingency Model, situational favorableness is defined by three environmental dimensions: Leader-Member Relations, which reflects interpersonal trust and confidence; Task Structure, which measures how defined and routinized tasks are; and Position Power, which evaluates the formal authority and influence inherent in the leader's official role.

66. (A) Telling / Directing (S1)
Hersey and Blanchard's Situational Leadership model prescribes a Telling or Directing style for subordinates who exhibit low readiness, low competence, and low willingness. This approach requires high task behavior and low relationship behavior, providing explicit operational directives, close supervision, and structured instructions until basic performance capability is established.

67. (B) High competence and high readiness
In Hersey and Blanchard's model, a Delegating leadership style is recommended when working with subordinates who demonstrate high job competence and high psychological readiness. Because these individuals possess both the skills and willingness to perform independently, the leader reduces direct task supervision and emotional support, granting operational autonomy.

68. (B) Exchanges, rewards, and contingent reinforcements
Transactional leadership operates primarily through formal administrative exchanges, contractual agreements, and contingent reinforcements. Leaders using this approach motivate staff by establishing clear task expectations, offering explicit rewards for compliance, and applying corrective measures when established organizational performance standards are not met within the institution.

MCQGPT

69. (D) Institutional Inspection
Transformational leadership is formally defined by four interconnected core dimensions known as the Four Is: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Institutional inspection represents a traditional administrative monitoring function and is not categorized as one of the conceptual dimensions of transformational leadership theory.

70. (B) Intellectual Stimulation
Intellectual Stimulation is the specific transformational leadership component where a leader actively encourages followers to challenge long-held assumptions, think critically, and adopt innovative approaches to problem-solving. By supporting educational experimentation and creative problem-framing, the leader empowers teachers to rethink traditional classroom methodologies and refine instructional practices.

71. (B) Defining mission, managing programs, and promoting learning climate
Instructional Leadership focuses directly on core teaching and learning processes within an educational institution. Leaders practicing this approach concentrate on defining clear academic goals, managing instructional programs, overseeing curriculum delivery, and fostering a positive school climate that actively supports student achievement and continuous professional development for educators.

72. (B) I and III only
Distributed leadership views leadership as a collaborative practice spread across multiple individuals and embedded in social interactions rather than concentrated solely in a single leader. While formal roles like Principal continue to exist, leadership activities emerge organically across departments, engaging teacher-leaders

administrative communication, supervisory efficiency, and structural hierarchy.

18. (B) Principle of Fatigue Avoidance
The Principle of Fatigue Avoidance in school timetable construction considers student mental stamina and cognitive capacity throughout the day. Mentally demanding subjects requiring high concentration, such as Mathematics and Science, are scheduled during early periods when intellectual alertness is high, while lighter or activity-based subjects are positioned later to mitigate cognitive exhaustion.

19. (B) Institutional coordination of school learning activities
A master timetable functions as the central operational blueprint of an educational institution, systematically organizing instructional time, classroom usage, and teaching assignments. It harmonizes diverse learning activities, prevents resource scheduling conflicts, ensures balanced curriculum distribution, and facilitates smooth operational flow across all academic departments throughout the school day.

20. (B) Availability of laboratory spaces and subject specialists
Internal organizational determinants when constructing a timetable refer to factors directly within the institution's control and operational boundary. The availability of specialized facilities, such as laboratory spaces, along with qualified subject teachers, represents an internal structural factor that dictates class distribution, scheduling flexibility, and practical session allocation within daily routines.

21. (B) Learner satisfaction and process optimization
Total Quality Management in education emphasizes systemic continuous improvement, focusing on learner satisfaction, institutional process optimization, and stakeholder involvement. Rather than relying on sporadic external inspections or high-stakes testing, quality management seeks to refine instructional workflows, enhance learning experiences, and foster an organizational culture dedicated to ongoing educational excellence.

22. (A) Both A and R are true and R is the correct explanation of A
Quality Assurance focuses on process improvement and defect prevention, ensuring that systems are systematically designed to deliver high-quality outcomes consistently. In contrast, Quality Control evaluates the final outcome to identify and correct defects after completion. Thus, Quality Control's reactive nature directly complements Quality Assurance's proactive focus within organizational quality management frameworks.

23. (A) Strengths
In a SWOT analysis, internal attributes that provide a distinct organizational advantage are categorized as Strengths. Possessing a workforce of highly qualified, energetic, and competent science teachers represents an internal capability that directly enhances instructional quality, academic performance, and educational delivery, providing the institution with a positive foundation for strategic development.

24. (B) External Threat
In SWOT analysis, External Threats refer to external environmental conditions or developments outside the institution's direct control that can negatively impact operational efficiency or educational quality. Nearby municipal construction projects introducing chronic noise pollution represent an external environmental factor that poses direct operational disruption to the learning climate and classroom instruction.

25. (B) Admission and Withdrawal Register
The Admission and Withdrawal Register is a foundational legal document maintained permanently by educational institutions. It records essential official data for every enrolled student, including unique admission numbers, verified dates of birth, parental details, entry dates, and formal withdrawal particulars, serving as legal proof of student enrollment and institutional records.

26. (A) I, II and IV only
Service Books maintain permanent records of staff service records, leaves, and increments, while Stock Registers accurately distinguish between consumable and non-consumable assets. Additionally, the Visitor's Book records official remarks from inspecting authorities. Conversely, the School Log Book is maintained by the institutional head, not class teachers, to document significant daily events.

Click Here to Buy book on Amazon

clear message processing and open dialogue. Defensiveness and perceived emotional threat cause individuals to filter, misinterpret, or resist messages. Unlike physical noise or mechanical equipment failures, psychological barriers stem directly from interpersonal anxiety, mistrust, or fear.

83. (B) Competing
In the Thomas-Kilmann Conflict Mode Instrument, the Competing style reflects high assertiveness and low cooperativeness. An individual utilizing this uncooperative, power-oriented approach pursues their own specific goals and interests at the direct expense of the other party, relying on formal authority, positional argument, or coercion to achieve victory.

84. (A) High assertiveness and cooperativeness
In the Thomas-Kilmann conflict framework, the Collaborating mode is defined by high assertiveness and high cooperativeness. Individuals using this approach work actively with the other party to explore underlying concerns, integrate diverse perspectives, and develop creative, mutually satisfying solutions that address the fundamental needs of all involved stakeholders.

85. (B) Competing
The Competing conflict management style utilizes an uncooperative, win-lose approach where one party asserts its own goals at the explicit expense of the opposing party. This mode relies on positional power, formal authority, or aggressive persuasion to force compliance, disregarding the concerns or needs of the counterpart during organizational disputes.

86. (A) I, II and III only
Kurt Lewin's Three-Step Change Model follows a sequential progression starting with Unfreezing to dismantle existing habits, followed by Changing to introduce new behaviors, and concluding with Refreezing to institutionalize change into culture. Asserting that refreezing must precede unfreezing is incorrect, as stabilization occurs only after change implementation.

87. (B) Driving forces overcome restraining forces
Kurt Lewin's Force Field Analysis posits that organizational change occurs when driving forces pushing for change overcome restraining forces maintaining the status quo. To successfully implement change, leaders must strengthen driving forces or reduce restraining forces, shifting the organizational equilibrium toward desired institutional goals and revised operational practices.

88. (B) By reducing restraining forces through education and support
Managing organizational change effectively involves reducing restraining forces through targeted professional education, technical support, and peer modeling. By providing non-evaluative workshops, practical assistance, and demonstrating successful pilot projects, the leader directly mitigates teacher anxiety regarding technological incompetence, easing resistance and fostering readiness to adopt new digital tools in classroom practice.

89. (B) Needs assessment aligned with institutional goals and teacher needs
Staff development programs achieve maximum effectiveness when designed around systematic needs assessments that align institutional goals with the identified professional growth needs of teachers. Context-specific training addresses practical classroom challenges, enhances pedagogical competence, and ensures that professional development activities contribute directly to overall educational quality and institutional progress.

90. (B) 360-Degree multi-rater appraisal systems
A 360-degree appraisal system is a multi-rater performance evaluation framework that gathers feedback from diverse organizational perspectives, including self-appraisals, peer reviews, student evaluations, and direct supervisory assessments. This comprehensive approach provides a balanced, well-rounded evaluation of an educator's professional practice, minimizing individual evaluator bias and enhancing overall professional self-awareness.

91. (B) Shared perceptions of the daily psychological atmosphere
School climate refers to the immediate, shared perceptions that stakeholders hold regarding the daily psychological atmosphere, interpersonal relationships, and safety within an educational institution. While school culture encompasses deeply rooted historical values and traditions, climate reflects the observable, felt quality

MCQGPT

36. (A) Both A and R are true and R is the correct explanation of A
Clinical supervision relies fundamentally on a collegial, non-judgmental relationship between supervisor and teacher to promote professional growth. When educators feel psychologically safe and free from administrative threat, they become open to self-reflection and practice modification. Psychological security is the essential enabling condition for effective collaborative pedagogical refinement.

37. (A) I, II, III, IV, V
The clinical supervision cycle follows five sequential steps: beginning with the Pre-Observation Conference to establish focus, followed by Classroom Observation. Next, the supervisor undertakes Analysis and Strategy Phase to process data. Then, the Post-Observation Conference facilitates collaborative feedback, culminating in Post-Conference Analysis to evaluate the supervisory process.

38. (B) Establish trust, define observational focus, and review lesson goals
The primary objective of the Pre-Observation Conference is establishing mutual trust between supervisor and teacher, clarifying specific lesson goals, and selecting agreed observational foci or tools. This initial dialogue ensures that subsequent classroom observation remains focused, transparent, and aligned with the teacher's professional growth targets rather than arbitrary inspection.

39. (B) Recording objective, factual data on agreed classroom behaviors
During the classroom observation phase of clinical supervision, the supervisor functions as an objective observer. The primary responsibility is recording detailed, non-judgmental, factual data on specific classroom behaviors, teaching strategies, and student interactions agreed upon during the pre-observation conference, avoiding subjective interruptions or immediate evaluative interference.

40. (B) Review observational data collaboratively and plan improvement
The Post-Observation Conference serves as a collaborative session where supervisor and teacher examine recorded observational data together. The primary focus is engaging in reflective dialogue, identifying instructional successes and challenges, and co-developing practical action plans for pedagogical refinement, thereby enhancing teacher professional self-efficacy and classroom instructional quality.

41. (B) Peer Observation
Peer observation is a collaborative supervisory technique where colleagues observe each other's classroom instruction to provide constructive, non-evaluative feedback. By engaging in non-threatening professional dialogue, educators exchange practical insights, analyze teaching methodologies, and share pedagogical strategies, ultimately fostering a supportive professional learning community within the educational institution.

42. (A) I and II only
Formal classroom observations require advance scheduling, clear objective planning, and mutual agreement between supervisor and teacher regarding timing and focus. They utilize standardized observational rubrics or checklists to collect reliable qualitative data. Brief, random entries without post-observation feedback do not constitute structured formal supervisory classroom observation processes.

43. (B) Gaining continuous visibility of instructional climate and practices
Informal classroom walk-throughs provide administrators with continuous, authentic visibility into daily instructional practices, student engagement, and overall school learning climate. These brief visits allow supervisors to stay connected with classroom dynamics, identify systemic professional needs, and maintain an accessible presence without invoking formal evaluation anxiety among teaching personnel.

44. (B) Observable, clear, and aligned with pedagogical standards
Constructing effective classroom observation rubrics requires that performance criteria remain observable, clear, and aligned with established pedagogical standards. Well-defined rubrics ensure objective data collection, eliminate administrative ambiguity, and provide teachers with transparent, actionable indicators of instructional expectations across key teaching dimensions and learning activities.

Downloaded from www.pdf.tube

101. (B) Creative Supervision
Creative supervision actively encourages teachers to experiment with novel pedagogical strategies, explore original instructional methods, and collaborate on action research projects across academic departments. Supervisors practicing creative supervision support professional autonomy and foster an innovative institutional environment where educators continuously test, evaluate, and refine research-informed classroom practices together.

102. (D) I, II and III
An effective post-observation feedback conference relies on objective observational data, facilitates reflective two-way dialogue, and culminates in mutually agreed action plans for instructional improvement. These three interconnected practices ensure that the feedback process remains supportive, evidence-based, and focused on sustainable professional development and enhanced student learning.

103. (B) Self-Directed Supervision
Self-directed supervision empowers autonomous educators to manage their own professional growth. In this supervisory model, the teacher independently analyzes instructional practice using objective evidence, sets personal professional development goals, and evaluates progress. The supervisor serves primarily as a supportive resource person rather than a directive monitor or formal inspectorial authority.

104. (B) Dignified, growth-oriented feedback
Providing feedback privately, sharing objective observations, and connecting an educator with exemplary peer models demonstrates dignified, growth-oriented supervision. This constructive approach respects teacher dignity, avoids public embarrassment, and provides supportive professional development pathways, encouraging positive instructional modifications through reflective dialogue, peer learning, and practical demonstration within classrooms.

105. (C) Supporting (S3)
In Hersey and Blanchard's Situational Leadership theory, followers with high job competence but low confidence or willingness require a Supporting leadership style. This approach involves low task behavior and high relationship behavior, where the leader shares decision-making, provides encouragement, and builds confidence without prescribing detailed operational task procedures.

106. (A) Both A and R are true and R is the correct explanation of A
Distributed leadership strengthens institutional capacity by tapping into expertise across all organizational levels rather than depending solely on a central authority figure. Leveraging collective leadership capabilities across departments fosters shared responsibility, improves decision-making quality, and builds sustainable structures for long-term educational enhancement and institutional growth across the entire school.

107. (B) Defining mission, managing curriculum, and promoting instructional climate
Instructional leadership models prioritize defining the institutional mission, managing curriculum and instruction, and promoting a positive academic learning climate. Developed by researchers like Philip Hallinger, these frameworks emphasize the leader's direct involvement in monitoring student progress, supporting teacher development, and maintaining an environment focused on learning achievement.

MCQGPT

108. (C) Laissez-faire Leadership
Laissez-faire leadership is a non-interventionist, hands-off management approach where the leader grants complete operational autonomy to subordinates. The leader provides minimal task direction, direct supervision, or decision-making support, allowing staff complete freedom to execute daily tasks and resolve problems independently within the organizational administrative framework.

109. (B) Transformational Theory
Transformational leadership theory emphasizes emotional connection, shared values, and a compelling moral vision that inspires followers to transcend personal self-interest for collective organizational goals. Transformational leaders cultivate high motivation, trust, and commitment by engaging followers intellectually and emotionally, driving meaningful institutional change and continuous professional progress across departments.

110. (A) Highly favorable to the leader
In Fiedler's Contingency Theory, a situation with strong leader-member relations, highly

structured tasks, and substantial position power is classified as highly favorable to the leader. In such optimal conditions, the leader exercises substantial influence and operational control effortlessly, allowing task-oriented leadership approaches to achieve high organizational efficiency and goal performance.

111. (B) Transactional Leadership
Providing favorable performance remarks in exchange for extra task completion exemplifies Transactional Leadership. This administrative approach relies on explicit contingent rewards, contractual expectations, and reciprocal exchanges, where leaders clarify operational requirements and motivate personnel by linking compliance and performance to specific positive administrative outcomes or organizational rewards.

112. (B) Distributed Leadership
Distributed leadership focuses on building collective leadership capacity, delegating authority, and empowering teacher-leaders across academic departments. By viewing leadership as an organizational property rather than a single individual's formal role, this approach systematically fosters shared decision-making, mutual accountability, and collaborative instructional improvement across all levels of the educational institution.

113. (B) Safety Needs
According to Maslow's Hierarchy of Needs, providing job tenure, predictable working conditions, safe physical environments, and financial security satisfies safety needs. Once physiological requirements are met, individuals seek structural stability, protection from arbitrary administrative actions, and emotional security to maintain ongoing productivity and well-being in their professional workplace roles.

114. (B) Self-motivated, creative, and self-directed
In McGregor's Theory Y, employees are viewed as inherently self-motivated, creative, and capable of active self-direction. Theory Y assumes that professional work is a natural activity and that individuals actively seek responsibility when provided with supportive environments, aligning individual career motivations with overarching institutional goals and growth.

115. (B) II, I, III
Kurt Lewin's Change Model follows a logical three-stage sequence: Unfreezing, Moving or Changing, and Refreezing. Unfreezing prepares the educational organization by overcoming inertia and resistance; Moving introduces new behaviors, structures, and operational practices; and Refreezing consolidates and institutionalizes the changes into permanent organizational culture and daily routines.

116. (A) I, II and III only
Effective administrative communication requires absolute clarity, active listening, and reducing unnecessary hierarchical levels to prevent message distortion. Restricting downward communication exclusively to written reprimands is incorrect, as downward channels must primarily convey positive guidance, official recognition, policy updates, and operational support to maintain healthy organizational relationships.

117. (B) Accommodating
In the Thomas-Kilmann Conflict Mode Instrument, the Accommodating style is characterized by low assertiveness and high cooperativeness. An accommodating individual neglects their personal concerns to satisfy the interests of others, yielding to alternative viewpoints to preserve harmony, build social capital, and maintain positive interpersonal relationships within the educational workplace.

118. (D) Collaborating
The Principal employed a Collaborating conflict resolution style by engaging both teachers in joint problem-solving to address core underlying interests. By co-creating a rotating timetable schedule that fulfilled both educators' pedagogical requirements without compromising student outcomes, the leader achieved an integrative win-win solution characterized by high assertiveness and high cooperativeness.

119. (B) To assess internal factors and external conditions for strategic planning
The primary purpose of conducting a SWOT analysis before drafting a School Development Plan is assessing internal Strengths and Weaknesses alongside external Opportunities and Threats. Evaluating these factors provides a realistic operational baseline, enabling educational administrators to formulate effective,

Click Here to Buy book on Flipkart

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

evidence-based strategies for institutional development and resource allocation.

120. (A) Both A and R are true and R is the correct explanation of A
School records serve as critical legal documents, historical compliance evidence, and primary data sources for institutional planning. Because these records contain sensitive operational data and fulfill statutory accountability mandates, maintaining strict record security, confidentiality, and systematic indexing is essential for sound administrative oversight, risk management, and legal compliance.

121. (A) A continuous record of student growth across academic and personal domains
A Cumulative Record Card provides a continuous, comprehensive history of a student's growth throughout their schooling. It tracks academic achievement, physical health, attendance, co-curricular involvement, personality traits, and social adjustments, offering educators detailed diagnostic data to personalize instructional guidance and monitor holistic student growth over time.

122. (A) Admission and Withdrawal Register
The Admission and Withdrawal Register is classified as a permanent institutional record that must be preserved indefinitely. It contains foundational legal data, including student birth dates, enrollment numbers, parent details, and formal departure dates, serving as authentic proof of educational attendance and legal institutional history across decades.

123. (B) Continuous improvement of processes involving all stakeholders
Total Quality Management principles in education emphasize continuous process improvement involving all organizational stakeholders, including teachers, administrators, students, and parents. TQM shifts institutional focus from outcome inspection to refining operational and instructional workflows, fostering a collaborative culture dedicated to systematic quality enhancement and long-term stakeholder satisfaction.

124. (A) Plan, Do, Check, Act
The Deming Cycle, also known as the PDCA Cycle, stands for Plan, Do, Check, Act. It represents a continuous quality improvement framework where institutions Plan objectives, Do or execute processes, Check results against goals, and Act to standardize successful improvements or adjust future operational strategies systematically.

125. (B) Group activities with one objective should have one plan and manager
Henri Fayol's principle of Unity of Direction asserts that organizational activities sharing the same objective should be directed by one manager using one coordinated plan. This structural principle ensures operational unity, aligns departmental efforts, eliminates redundant initiatives, and maintains focused execution toward achieving specific organizational goals effectively.

126. (B) It enhances efficiency, empowers staff, and prevents bottlenecks
Delegating administrative authority distributes decision-making responsibilities across qualified staff, preventing organizational bottlenecks and enhancing operational efficiency. By empowering teachers and department heads to manage routine tasks, school leadership optimizes administrative workflows, fosters staff professional growth, and ensures prompt resolution of daily operational issues across departments.

127. (B) High rate of staff turnover and low teacher morale
In a SWOT analysis, high turnover rates and low teacher morale represent internal weaknesses that, if unaddressed, directly threaten institutional stability. Internal weaknesses originate within the organization, directly disrupting instructional continuity, lowering school climate quality, and impeding the successful execution of educational development plans over time.

128. (B) Facilitating reflective practice, lesson modeling, and feedback
An academic supervisor acting as an instructional coach focuses on facilitating reflective practice, modeling innovative lesson strategies, and providing constructive feedback. Coaching emphasizes collaborative professional growth, helping educators refine instructional techniques, integrate student-centered learning approaches, and build strong classroom management capabilities in a supportive, non-evaluative context.

Downloaded from www.pdf.tube

and help educators develop unique, research-informed solutions tailored to diverse classroom learning dynamics and institutional objectives.

148. (B) Objective data enabled self-reflection and professional ownership.
The post-observation conference was effective because presenting objective, non-judgmental observational data allowed the teacher to recognize questioning bias independently. Using empirical evidence rather than supervisory criticism fosters meaningful self-reflection, builds professional ownership, and motivates teachers to implement self-directed instructional improvements in their daily teaching practice.

149. (B) To establish rapport, clarify objectives, and agree on observation focus
The fundamental objective of the Pre-Observation Conference in clinical supervision is establishing rapport, reviewing lesson plans, clarifying learning objectives, and agreeing upon specific observation foci. This initial meeting ensures transparency, alleviates teacher anxiety, and aligns subsequent supervisory data collection with the teacher's self-identified professional growth goals.

150. (B) Enhance organizational effectiveness and student learning outcomes
The principal's ultimate objective in integrating planning, management, supervision, and leadership is enhancing overall organizational effectiveness and optimizing student learning outcomes. Harmonizing administrative structures, supporting teacher professional development, and maintaining clear strategic vision creates a cohesive educational environment dedicated to continuous academic excellence, professional learning, and overall long-term institutional growth.

MCQGPT

****

138. (B) Integrative problem-solving and synergy
Pairing experienced and junior teachers to co-create lesson plans demonstrates integrative problem-solving and synergistic leadership. By combining traditional pedagogical expertise with modern digital skills, the leader resolves faculty friction, fosters mutual respect, and leverages diverse teacher strengths to drive collaborative curriculum innovation across departments within the school.

139. (B) The line of authority from highest executive to lowest level
In educational management, the Scalar Chain refers to the clear line of authority extending from the highest administrative executive down to the lowest organizational level. This structural chain establishes formal communication paths, defines reporting relationships, and ensures systematic decision-making flow throughout the entire educational administrative institution.

140. (C) Informal teacher grapevine during break hours
Informal communication channels consist of unofficial, spontaneous interactions that occur outside designated administrative structures. The teacher grapevine during break hours exemplifies informal communication, facilitating rapid information exchange, social bonding, and emotional expression among staff members beyond formal supervisory meetings or administrative circulars maintained by the school leadership.

141. (B) Compromising
In the Thomas-Kilmann conflict model, the Compromising mode represents moderate assertiveness and moderate cooperativeness. Both parties seek an expedient, mutually acceptable resolution by making concessions. Compromising yields a middle-ground solution where each party gives up something to achieve a swift settlement during organizational disagreements across departments.

142. (A) Auditing available physical, financial, human, and community resources
In institutional planning, resource mapping involves auditing and assessing all internal and external assets available to the school, including physical facilities, financial budgets, staff talents, and community support services. Identifying these resources provides a clear foundational base for setting realistic institutional development goals and allocating assets efficiently across programs.

143. (B) School Development Plan (SDP)
Section 22 of the Right of Children to Free and Compulsory Education Act, 2009, statutorily mandates that the School Management Committee prepare the School Development Plan. This document serves as the official basis for government educational grants, physical infrastructure allocation, and long-term institutional planning for elementary schools nationwide.

144. (A) I, II and III only
School Management Committees require 75% parent representation, inclusion of disadvantaged groups, and at least 50% women members under RTE mandates. However, SMCs do not possess legal authority to dismiss permanent government teachers directly, as employee disciplinary actions fall under statutory civil service rules and state educational department authorities.

145. (B) Deeply embedded values, beliefs, norms, and shared traditions
School culture is defined as the deeply embedded values, beliefs, assumptions, norms, and shared traditions that shape how staff and students think, feel, and act over time. Unlike daily psychological climate, culture represents the enduring historical identity and overarching moral framework of the educational institution across generations.

146. (B) Positive school climate
Prioritizing mutual trust, celebrating achievements, supporting shared decision-making, and encouraging innovation directly fosters a positive school climate. A healthy climate enhances teacher efficacy, improves job satisfaction, reduces professional burnout, and creates an inviting psychological environment that supports student learning and overall organizational effectiveness across departments.

147. (B) Creative Supervision
Creative supervision focuses on discovering special talents, original instructional methods, and innovative practices among teaching staff and fostering their development. Supervisors practicing this approach encourage experimentation, support professional autonomy,

Click Here to Buy book on Amazon

7. According to Robert Starratt's ethical framework for educational leadership, which three dimensions constitute the foundational triad of ethical schooling?
(A) Ethic of Efficiency, Ethic of Power, Ethic of Tradition
(B) Ethic of Justice, Ethic of Care, Ethic of Critique
(C) Ethic of Profit, Ethic of Control, Ethic of Authority
(D) Ethic of Compliance, Ethic of Competition, Ethic of Conformity

8. In Starratt's model, the "Ethic of Critique" primarily encourages educational leaders to:
(A) Maintain status quo administrative operations to preserve long-term institutional stability
(B) Focus exclusively on standardizing test scores across all diverse student demographics
(C) Question social inequities, structural biases, and power dynamics within the system
(D) Critique the personal lifestyle choices and private habits of teaching staff members

9. Shapiro and Stefkovich added a fourth dimension to the ethical frameworks of educational leadership specifically tailored for educators. What is this ethical dimension?
(A) Ethic of Strict Legalism
(B) Ethic of Organizational Bureaucracy
(C) Ethic of Administrative Pragmatism
(D) Ethic of the Profession

10. A Principal discovers that a newly admitted student from an economically weaker section (EWS) is being subtly isolated by classroom teachers during practical activities. The Principal conducts a sensitivity workshop, reorganizes group pairings, and establishes a monitor system to ensure inclusive participation. Which ethical principle is primarily demonstrated by the Principal?
(A) Ethic of Care and Inclusivity
(B) Utilitarian expediency
(C) Strict bureaucratic neutrality
(D) Financial optimization

11. Which ethical principle in educational leadership requires administrators to actively promote the well-being of others and take positive steps to prevent harm?
(A) Non-maleficence
(B) Autonomy
(C) Fidelity
(D) Beneficence

12. The ethical principle of "non-maleficence" in school management specifically dictates that a Principal must:
(A) Maximize institutional revenue actively through strategic community sponsorships
(B) First, avoid causing physical, emotional, or academic harm to students
(C) Prioritize staff welfare initiatives consistently above student safety standards
(D) Ensure all internal school records are published openly in the public domain

13. Which of the following measures is the most effective way to foster transparency in the administrative functioning of a Delhi Government school?
(A) Keeping all institutional administrative decisions strictly restricted to the Principal's advisory cabinet
(B) Allowing parents to inspect all confidential staff performance appraisal reports whenever requested on demand
(C) Proactively disclosing school development plans, grant allocations, and key committee decisions publicly
(D) Routing all internal school financial discussions through informal, undocumented verbal communication

14. Consider the following actions taken by a school administration:
I. Publishing the details of School Management Committee (SMC) fund utilization on the school notice board.
II. Maintaining anonymized and fair grievance redressal mechanisms for students and staff.
III. Uploading verified inventory register summaries to the official portal as per General Financial Rules.
IV. Conducting closed-door procurement decisions without issuing open tenders or GeM requests.
Which of the above actions reflect ethical transparency and integrity?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

15. An administrative breach of "procedural justice" occurs when a school Principal:

MCQGPT

CHAPTER 17

Ethics in School Management

1. Ethical management in educational administration primarily differs from general management by focusing fundamentally on which core imperative?
(A) Maximizing cost-efficiency and profit generation across operational units
(B) Safeguarding the developmental, moral, and academic well-being of students
(C) Ensuring complete compliance with external corporate branding strategies
(D) Expediting administrative procedures regardless of procedural fairness

2. Which of the following best defines "deontological ethics" as applied to the decision-making process of a school Principal?
(A) Determining the morality of an action based solely on the overall consequences produced
(B) Evaluating actions based on the character traits and moral virtues of the administrator
(C) Choosing actions that maximize personal career advancement and professional recognition
(D) Adhering strictly to moral duties, rules, and obligations regardless of the outcome

3. In the context of school management, teleological or consequentialist ethics is best demonstrated when a Principal:
(A) Decides on an administrative action by evaluating which outcome produces the greatest good for the maximum number of students
(B) Enforces school rules uniformly without taking into account individual circumstances
(C) Follows administrative tradition without questioning its current relevance
(D) Relies exclusively on personal intuition to resolve institutional disputes

4. Consider the following statements regarding the scope of ethical management in school administration:
I. It encompasses financial transparency, fair personnel policies, and equitable student treatment.
II. It is strictly limited to statutory compliance and legal requirements.
III. It involves creating an institutional climate rooted in integrity, fairness, and care.
Which of the statements given above are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

5. The core ethical value of "integrity" in educational leadership is best exemplified when a Principal:
(A) Demonstrates consistency between articulated moral values and administrative actions
(B) Modifies student assessment results systematically to enhance the public image of the school
(C) Delegates all ethical decision-making responsibilities entirely to the School Management Committee
(D) Avoids making difficult administrative decisions that might disrupt staff relationships

6. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Educational administrators are held to a higher standard of ethical accountability than managers in commercial organizations.
Reason (R): Educational institutions deal directly with vulnerable minor populations and hold a public trust responsibility for societal development.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

Downloaded from www.pdf.tube

129. (B) Anticipate potential difficulties and implement proactive support
Preventive supervision aims to anticipate potential instructional or operational difficulties and introduce proactive support mechanisms before problems occur. By identifying potential vulnerabilities in classroom management or curriculum delivery early, supervisors provide targeted resources and professional guidance, ensuring stable administrative functioning and maintaining high instructional standards consistently.

130. (A) Mutual trust, confidentiality, and professional growth
Peer observation achieves maximum success in improving teaching practices when conducted in a culture of mutual trust, confidentiality, and professional growth. When educators know observations are non-evaluative and confidential, they engage openly in reflective dialogue, share authentic feedback, and experiment with progressive classroom strategies without fear of administrative penalties.

131. (B) Pre-Observation Conference
During the Pre-Observation Conference in clinical supervision, the supervisor and teacher collaboratively select and finalize the specific observation instrument. Selecting tools—such as tally sheets or seating charts—in advance ensures that subsequent classroom data collection aligns directly with the teacher's self-identified professional goals and specific lesson objectives.

132. (A) I and II only
As an academic supervisor, the Head of School assesses instructional needs using classroom observation data and provides targeted professional development opportunities for teachers. Concentrating exclusively on routine maintenance registers while ignoring classroom pedagogy contradicts the core principles of effective instructional leadership and supportive supervisory responsibility in schools.

133. (B) Continuous diagnostic feedback and self-reflection
Formative teacher appraisal systems emphasize continuous diagnostic feedback, professional mentoring, and self-reflection to foster pedagogical skill development. Rather than relying on summative rankings or administrative penalties, formative evaluation provides supportive insights that help educators refine classroom techniques and enhance student engagement throughout their ongoing teaching careers.

MCQGPT

134. (A) Both A and R are true and R is the correct explanation of A
Effective educational management requires combining transactional efficiency with transformational leadership. Transactional management maintains necessary routine stability, administrative order, and regulatory compliance, while transformational leadership inspires vision, innovation, and long-term organizational development. Thus, both functions are essential and complementary for achieving overall institutional excellence and continuous progress.

135. (B) Alters follower values and culture toward a higher vision
The fundamental distinction between transactional and transformational leadership is that transformational leadership alters follower values, beliefs, and organizational culture toward a higher collective vision. While transactional leadership relies on contingent rewards and compliance, transformational leaders inspire intrinsic motivation, personal commitment, and shared dedication to continuous institutional improvement.

136. (A) High task and high relationship behavior
In the Hersey-Blanchard Situational Leadership model, the Selling or Coaching style (S2) involves high task behavior and high relationship behavior. Leaders using this approach provide clear direction while offering explanation and encouragement, supporting followers who possess moderate readiness but still require task guidance and confidence building.

137. (A) Clayton Alderfer
Clayton Alderfer developed the ERG Theory of motivation, simplifying Maslow's hierarchy into three core need categories: Existence, Relatedness, and Growth. Alderfer's model suggests that multiple needs can operate simultaneously and introduces a frustration-regression component where unfulfilled higher needs cause individuals to regress to lower-level needs active in their lives.

(A) Allows an accused staff member a full and fair opportunity to explain their position before issuing a formal memorandum
(B) Standardizes the student leave application process systematically across all administrative academic departments
(C) Carefully follows the procedural steps prescribed in CCS (CCA) Rules for handling administrative lapses
(D) Imposes a penalty on a teacher based on unverified verbal complaints without formal inquiry

16. Which of the following represents a classic ethical dilemma faced by a school Principal?
(A) Balancing student confidentiality obligations against the mandatory legal duty to report under the POCSO Act
(B) Choosing whether to submit the required monthly attendance report on time or delay its submission indefinitely without cause
(C) Deciding whether to strictly follow prescribed institutional safety guidelines during the organization of an annual sports event
(D) Selecting whether to purchase official government-authorized textbooks or unapproved private commercial vendor books

17. When a Principal experiences a conflict between institutional loyalty to senior administrative officers and the moral imperative to report severe financial misappropriation, this situation is termed a:
(A) Routine technical operational error
(B) Right-versus-right ethical dilemma
(C) Standard legal compliance procedure
(D) Traditional administrative delegation task

18. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Transparency in school administration reduces corruption and enhances community trust.
Reason (R): Transparency requires the unconditional public disclosure of all personal employee files, medical histories, and confidential student counseling notes.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. Under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, charging any capitation fee during the admission process is:
(A) Permissible if formally approved by the Parent-Teacher Association for school infrastructure development projects
(B) Allowed specifically for private unaided educational institutions under special administrative statutory exemptions
(C) Subject entirely to the sole personal discretion and formal authorization of the Head of School
(D) Strictly prohibited and punishable with a fine up to ten times the capitation fee charged

20. Which of the following practices in the student admission process violates Section 13 of the RTE Act, 2009?
(A) Admitting students systematically based on a random draw of lots when total applications exceed available seats
(B) Verifying authentic documentary proof of age provided by the student's parents or legal guardians
(C) Allocating available seats in designated neighborhood schools strictly as per prescribed distance norms
(D) Subjecting a child or parents to any screening procedure or interview prior to admission

21. An ethical Principal dealing with lateral entry admissions in middle classes must ensure that:
(A) Preference is consistently given to children whose parents offer substantial voluntary donations to the school fund
(B) Admission is offered transparently without discrimination on any social background
(C) Students are subjected to rigorous academic elimination tests to filter out low-performing applicants
(D) Non-verbal intelligence tests are used systematically to exclude students requiring special educational needs

22. Consider the following statements regarding the admission of children under the Economically Weaker Section (EWS) and Disadvantaged

Click Here to Buy book on Flipkart

Group (DG) categories in recognized private schools of Delhi:

I. Schools must reserve 25 percent of seats at the entry level for EWS/DG children.
II. Schools are permitted to charge supplementary activity fees from EWS/DG category students.
III. The admission process for these seats is monitored through a centralized transparent computerised lottery system by the Directorate of Education.

Which of the statements given above are correct?

(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

23. If a school Principal receives pressure from an influential local political leader to grant out-of-turn admission to an ineligible candidate, the ethically sound action for the Principal is to:

(A) Accede promptly to the request to avoid potential administrative friction and immediate personal transfer
(B) Refer the recommended candidate to an informal private quota list created outside official institutional records
(C) Cancel the entire ongoing admission process for that academic cycle to avoid taking a direct stance
(D) Politely refuse, adhering strictly to established transparent admission guidelines and norms

24. Which of the following acts by a selection panel chaired by a Principal during contract teacher recruitment constitutes a direct violation of ethical recruitment standards?

(A) Awarding extra subjective marks to a candidate recommended by a friend on the panel
(B) Using a standardized, pre-defined rubrics-based interview evaluation framework for all applicants
(C) Recusing oneself formally from the panel when a close relative is an active applicant for the post
(D) Verifying all original degree certificates against official university database records prior to selection

25. During the interview process for guest teachers in a Delhi Government school, the Principal notices that one candidate is the child of the Vice-Principal of the same school. The Principal immediately instructs the Vice-Principal to withdraw from the selection committee and documents this action in the official minutes. The Principal's action is an application of:

(A) Unreasonable and arbitrary administrative procedural delay
(B) Undue administrative interference in staff members' personal family affairs
(C) Mitigating conflict of interest and preserving recruitment ethics
(D) Direct violation of statutory employee rights under service regulations

MCQGPT

26. In the context of teacher promotions, an ethical evaluation using Annual Performance Assessment Reports (APAR) requires that the Reporting Officer (Principal) must:

(A) Lower the performance grading of teachers who frequently raise administrative questions during staff meetings
(B) Assess performance objectively based on documented evidence and actual contributions
(C) Automatically give top outstanding gradings to all senior staff members regardless of their actual output
(D) Keep APAR gradings completely secret from the concerned teacher even after formal administrative finalization

27. According to the Central Civil Services (Conduct) Rules, 1964, a government school administrator is explicitly prohibited from:

(A) Joining a recognized professional pedagogical association dedicated to educational research and innovation
(B) Investing personal savings safely in authorized government post office savings schemes and bonds
(C) Publishing academic textbooks on pedagogical methods after obtaining prior official permission
(D) Accepting lavish hospitality or expensive gifts from school business vendors

28. Which of the following constitutes an ethical breach regarding employee promotion and career progression in school management?

(A) Withholding adverse APAR remarks from a teacher, denying them a fair chance to represent their case
(B) Forwarding eligible teachers' verified regular seniority lists to the Directorate without

unauthorized modification
(C) Providing detailed constructive feedback to teachers during annual supervisory classroom observations
(D) Conducting regular Staff Development Council meetings to systematically review institutional performance targets

29. Financial ethics in school administration requires that all purchases using government grants comply strictly with the provisions of which rules?
(A) Central Civil Services (Pension) Rules
(B) Delhi Factory Rules
(C) General Financial Rules (GFR), 2017
(D) Right to Information Regulations

30. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Splitting financial sanctions into smaller amounts to bring them below the threshold of open tender requirements is a violation of financial ethics.
Reason (R): General Financial Rules explicitly prohibit the splitting of purchase orders to avoid obtaining the sanction of a higher authority or following competitive bidding procedures.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. The practice of utilizing funds allocated under the "Samagra Shiksha" scheme for unauthorized administrative expenses outside approved norms is termed:
(A) Strategic organizational financial reallocation
(B) Optimal institutional budgetary utilization
(C) Contingent operational fund hedging
(D) Financial misapplication

32. What is the ethically and legally mandatory procedure when a Principal manages the funds raised through the School Management Committee (SMC) account?
(A) Expending allocated funds at sole personal discretion without obtaining mandatory SMC approval
(B) Transferring surplus SMC funds into a personal savings account for emergency institutional cash management
(C) Maintaining joint accounts, proper vouchers, and regular audits approved by the SMC
(D) Destroying all financial payment receipts and transaction vouchers at the end of every fiscal quarter

MCQGPT

33. An ethical Principal discovers a financial discrepancy of ₹50,000 in the stock register of the school science laboratory. What should be the immediate course of action?
(A) Cover up the financial loss quietly using funds from the student activity development fund
(B) Ask the lab assistant to pay the full amount quietly without officially recording the incident
(C) Write off the discrepancy amount immediately without informing any oversight committee or authority
(D) Document the discrepancy, order an inquiry, and report it to competent authorities per rules

34. Consider the following financial practices in a government school:
I. Obtaining quotes through Government e-Marketplace (GeM) for purchasing equipment.
II. Issuing cash payments above prescribed limits without proper stamped receipts.
III. Maintaining stock registers for consumables and non-consumables separately.
IV. Recording physical verification of store items annually.
Which of the above practices adhere to financial ethics and administrative rules?
(A) I and II only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

35. Under the legal and ethical frameworks governing Indian schools, corporal punishment of any form (physical or psychological) is:
(A) Permissible as an acceptable measure of last resort to maintain classroom order and discipline
(B) Allowed provided explicit written permission is granted in advance by the student's parents
(C) Unethical, illegal, and strictly prohibited under Section 17 of the RTE Act

Which of the above information types are protected under confidentiality obligations/ statutory exemptions from general public disclosure?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

51. Under Section 8(1)(j) of the Right to Information (RTI) Act, 2005, a Principal may deny disclosure of information if it relates to:
(A) Personal information with no public interest aspect that causes unwarranted invasion of privacy
(B) The general annual school academic timetable and the official list of prescribed textbooks
(C) Total gross monthly salary and allowances drawn by individual government school staff members
(D) Sanctioned strength of teaching positions versus the actual number of teachers currently posted

52. When a parent requests under RTI the complete academic and behavioral record of another parent's child, the Principal should:
(A) Supply the requested academic records immediately to promote complete institutional public transparency
(B) Charge a special double administrative fee and provide the requested confidential student documents
(C) Destroy the sensitive student documents immediately to avoid potential future legal complications
(D) Refuse the request under third-party personal information exemptions unless public interest applies

53. Which of the following scenarios best illustrates a direct "Conflict of Interest" for a school Principal?
(A) Selecting an official textbook published directly by the State Council of Educational Research and Training
(B) Appointing the senior-most regular teacher as the Chief Invigilator for conducting annual examinations
(C) Awarding a catering contract to a spouse's firm without disclosing the relationship
(D) Participating actively in a district-level educational planning meeting organized by the Directorate

54. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): When a conflict of interest arises, the administrator must formally disclose the interest and recuse themselves from the decision-making process.
Reason (R): Disclosure and recusal eliminate perceived bias and maintain public trust in administrative integrity.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

55. A Principal's brother runs a registered stationery publishing firm. The school needs to purchase specialized student activity workbooks worth ₹1,00,000. What is the ethically compliant course of action for the Principal?
(A) Directly award the procurement order to the brother's firm on the grounds that their market prices are competitive
(B) Purchase the required activity workbooks in small financial increments using cash to bypass official tender scrutiny
(C) Force classroom teachers to collect workbook funds directly from students and purchase materials from the firm
(D) Declare the conflict of interest, abstain from the process, and let an independent committee handle procurement

56. Which of the following constitutes an ethical conflict of interest regarding private tuitions?
(A) A full-time government teacher offering unpaid remedial guidance to weak students after regular school hours
(B) A teacher running commercial coaching classes and charging fees from their own school students
(C) A teacher writing open-access pedagogical blogs and articles for personal professional development
(D) A teacher creating specialized instructional videos for state-sponsored educational television channels

Downloaded from www.pdf.tube

(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. When a parent approaches the Principal with a grievance regarding unfair evaluation of their child's answer script, the ethical response of the Principal is to:
(A) Dismiss the parent's complaint immediately to uphold the absolute authority of the classroom teacher
(B) Threaten to issue a transfer certificate to the child if the parent insists on a formal re-evaluation
(C) Alter the assigned marks arbitrarily without consulting the original subject evaluator or answer key
(D) Institute an objective review per guidelines and communicate the outcome transparently

44. Under the Central Civil Services (Conduct) Rules, 1964, which rule explicitly regulates the acceptance of gifts by government servants, including school administrators?
(A) Rule 13
(B) Rule 3
(C) Rule 20
(D) Rule 7

45. According to Rule 3(1) of the CCS (Conduct) Rules, 1964, every government employee shall at all times maintain:
(A) High political alignment and loyalty with the ruling party in power
(B) Absolute secrecy even when illegal acts are performed within the department
(C) Absolute integrity, devotion to duty, and proper conduct
(D) Complete statutory exemption from external judicial oversight mechanisms

46. Which of the following acts by a Principal constitutes "conduct unbecoming of a government servant" under CCS (Conduct) Rules?
(A) Organizing supplementary remedial academic classes after school hours without charging any extra fees
(B) Delegating routine operational and administrative tasks systematically to senior Vice-Principals
(C) Requesting additional infrastructure development grants from the central Directorate of Education
(D) Engaging in private business or private tuitions without prior official sanction

47. Under the Delhi School Education Act and Rules (DSEAR), 1973, the Code of Conduct for teachers and heads of school explicitly prohibits:
(A) Propagating communal hatred or practicing discrimination based on social identity
(B) Participating actively in official state-sponsored curriculum development workshops
(C) Writing scholarly research papers on inclusive pedagogical practices and classroom strategies
(D) Engaging in voluntary community literacy programs during official institutional vacations

48. An ethical school leader upholding Rule 5 of CCS (Conduct) Rules, 1964 must refrain from:
(A) Voting in general parliamentary elections
(B) Encouraging civics education and voting awareness among high school students
(C) Taking active part in political movements or political organizations
(D) Attending non-partisan educational seminars organized by state universities

49. In the context of school management, "confidentiality obligations" of a Principal mandate that:
(A) All internal administrative decisions must be hidden permanently from public inspection under the RTI Act
(B) Official minutes of the School Management Committee meetings must never be shared with parents or guardians
(C) Financial grant expenditure records are kept completely confidential from visiting state audit teams
(D) Protecting student personal data, APARs, and inquiry reports from unauthorized disclosure

50. Consider the following information types held by a Principal:
I. Information regarding a child's adoption status disclosed confidentially during admission.
II. Annual repair expenditure figures funded by government grants.
III. Internal investigative records of an ongoing sexual harassment complaint prior to finalizing the report.

MCQGPT

(D) Left entirely to the personal professional judgment and discretion of senior subject teachers

36. Which of the following practices represents a "restorative justice" approach to student discipline, aligned with ethical leadership?
(A) Exhuming old disciplinary infractions to permanently expel a student from the school enrollment
(B) Publicly shaming the offending student during morning assembly to deter other students from misbehaving
(C) Suspending the student indefinitely from classes without providing any academic support materials
(D) Engaging the student in dialogue to understand their impact and repair the harm done

37. When handling a case of suspected child sexual abuse disclosed by a student, the ethical and legal duty of the Principal under the POCSO Act, 2012 is to:
(A) Report the matter immediately to the Special Juvenile Police Unit or local police
(B) Conduct a private internal informal mediation session between the accused party and the victim's parents
(C) Wait for the school management committee to formally vote on whether the complaint is genuine
(D) Demand physical evidence or third-party proof from the victim before filing an official report

38. The principle of "zero tolerance" in school ethics is most appropriately applied to which of the following areas?
(A) Minor delays in submission of student homework assignments
(B) Inability of a student to purchase the prescribed school uniform immediately
(C) Cases of child abuse, sexual harassment, and severe bullying
(D) Expressing dissenting opinions during social science classroom debates

39. Which of the following actions regarding student record confidentiality is ethically unacceptable?
(A) Restricting access to sensitive student medical records strictly to authorized medical personnel and parents
(B) Securing special needs diagnostic files in locked cabinets
(C) Providing essential academic progress data to the student's legal guardians
(D) Sharing a student's psychological evaluation details with all teachers in a staff group chat

40. A Class IX student is caught using unfair means during mid-term examinations. The invigilator demands immediate public expulsion. The Principal reviews the examination rules, consults the student counselor, listens to the student's context, applies the standard penalty (canceling that specific paper), and arranges remedial ethics counseling. The Principal's approach balances:
(A) Procedural fairness with developmental ethics
(B) Authoritarian control and institutional intimidation
(C) Administrative negligence and total operational leniency
(D) Arbitrary punishment combined with public humiliation

41. In dealing with parents, an ethical school Principal ensures that the Parent-Teacher Association (PTA):
(A) Operates merely as an official rubber-stamp body for the Principal's arbitrary financial demands
(B) Is restricted from asking formal questions regarding school infrastructure facilities and teacher attendance
(C) Serves as a collaborative platform for student-centered growth and transparent communication
(D) Is restricted exclusively to wealthy and influential parents living in the immediate neighborhood

42. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): School Principals must maintain strict professional boundaries and avoid commercial transactions with parents of enrolled students.
Reason (R): Dual relationships between school administrators and parents create potential conflicts of interest and compromise objectivity in evaluation.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A

Click Here to Buy book on Amazon

57. The primary purpose of a "Whistleblower Protection Mechanism" in educational administrative structures is to:
(A) Shield unethical educational administrators from public judicial prosecution and investigative media scrutiny
(B) Protect good-faith reporters of corruption or illegal acts from retaliation and victimization
(C) Allow discontented staff members to file anonymous false allegations against colleagues without supporting evidence
(D) Eliminate all traditional statutory channels of internal departmental administrative appeal

58. Under the Whistle Blowers Protection Act, 2014 in India, a person making a public interest disclosure is protected against which of the following?
(A) Criminal prosecution for committing intentional financial or administrative fraud
(B) Formal departmental inquiries initiated for pre-existing verified misconduct
(C) Routine performance evaluations based on established objective APAR parameters
(D) Retaliatory administrative actions, groundless transfers, or victimization

59. If a junior clerk in a school discovers systemic financial embezzlement in the scholarship fund and reports it directly to the Vigilance Department, an ethical Principal must ensure that:
(A) The clerk is protected from administrative threats and hostile work environments
(B) The clerk is immediately suspended from service for violating informal staff solidarity
(C) The clerk's annual performance appraisal report is intentionally downgraded out of malice
(D) The clerk is transferred immediately to a remote school location as a punitive measure

60. Linda Treviño's ethical leadership framework categorizes an effective ethical leader as combining two distinct dimensions. What are these two dimensions?
(A) The Strong Authoritarian and The Flexible Facilitator
(B) The Moral Person and The Moral Manager
(C) The Bureaucrat and The Technocrat
(D) The Legalistic Strategist and The Financial Auditor

61. In Treviño's model, a leader who is a "Moral Person" but fails to act as a "Moral Manager" is perceived as:
(A) A hypocritical administrative leader
(B) An unethical organizational leader
(C) A transformational ethical paragon
(D) An ethically neutral leader

62. Consider the following characteristics of an educational administrator:
I. Sets clear moral standards and communicates them regularly to staff.
II. Uses rewards and discipline consistently to enforce ethical compliance.
III. Demonstrates personal honesty, fairness, and integrity in private and public life.
IV. Ignores ethical breaches committed by high-performing faculty members.
Which of the above characteristics align with Treviño's concept of a complete "Ethical Leader" (Moral Person + Moral Manager)?
(A) I and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

63. According to Michael Brown's Social Learning Theory of Ethical Leadership, followers learn ethical behavior primarily through:
(A) Passive reading of prescribed theoretical textbooks on institutional moral philosophy
(B) Direct administrative coercion and strict penalties imposed without any clear explanation
(C) Standard operational circulars and policy directives issued by central government bodies
(D) Observing modeled behavior, ethical rewards, and discipline demonstrated by leaders

64. A Principal who actively engages staff in critical discussions about systemic inequalities, challenges oppressive organizational structures, and works towards social transformation is practicing which model of leadership?
(A) Critical ethical leadership
(B) Transactional compliance-oriented leadership
(C) Laissez-faire administrative management
(D) Traditional bureaucratic leadership model

65. What is the immediate legal consequence when a Principal is found guilty of misusing government

MCQGPT

funds and committing gross financial fraud under CCS (CCA) Rules, 1965?
(A) Issuance of an informal verbal appreciation letter by the administrative oversight committee
(B) Mandatory administrative transfer to a higher executive position in another district
(C) Granting of an additional financial increment as special performance compensation
(D) Initiation of Rule 14 major penalty proceedings, which may include dismissal

66. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Ethical lapses by a school Principal carry far-reaching damage beyond immediate legal penalties.
Reason (R): Such lapses erode institutional trust, destroy moral culture, degrade school climate, and set negative behavioral models for students and staff.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. Which of the following major penalties can be imposed on a government school Principal following an instituted formal disciplinary proceeding under Rule 14 of CCS (CCA) Rules, 1965?
(A) Formal administrative censure
(B) Compulsory retirement or reduction in rank
(C) Withholding of promotion for a specified period of time
(D) Withholding of increments of pay without cumulative effect

68. When a Principal systematically covers up incidents of severe bullying in the school to maintain a false image of institutional perfection, the ethical consequence is:
(A) Enhancement of institutional school reputation and public standing among parents
(B) Streamlining of administrative efficiency under standard operational performance metrics
(C) Creation of a toxic school culture and risk of harm to victims
(D) Successful implementation of preventive and corrective disciplinary measures

69. Which ethical value requires an educational administrator to admit personal operational errors, take corrective action, and accept responsibility for administrative outcomes?
(A) Paternalism
(B) Elitism
(C) Opportunism
(D) Accountability

70. A senior teacher approaches the Principal, offering to sponsor the school's annual prize distribution event using personal funds, provided their child (a Class XII student in the school) is awarded the "Best Student of the Year" trophy. The Principal rejects the offer, stating that awards are based strictly on objective merit criteria evaluated by a teacher panel. The Principal's decision safeguards:
(A) Integrity and fairness of the evaluation system
(B) Financial profitability and funding of the annual event
(C) Personal administrative authority over school sponsorship deals
(D) Statutory administrative rights under local government grants

71. The ethical principle of "equity" in school management differs from "equality" because equity:
(A) Gives every single student exactly the same resource regardless of their specific individual needs
(B) Allocates resources based on individual needs to ensure fair opportunities
(C) Focuses exclusively on high-performing students to maximize overall academic merit outcomes
(D) Restricts access to educational materials based on parental financial contributions

72. Which of the following represents an ethical approach to managing school-community partnerships?
(A) Commercializing student data by selling contact directories to local private commercial coaching institutions
(B) Handing over school infrastructure management entirely to private corporate entities without regulatory oversight

Downloaded from www.pdf.tube

(C) Excluding local community members systematically from attending public school functional events and meetings
(D) Partnering with community groups for student health and enrichment without exploitation

73. In the context of the Rights of Persons with Disabilities (RPwD) Act, 2016, an ethical Principal must ensure that the school provides:
(A) Reasonable accommodations and barrier-free infrastructure for all disabled children
(B) Admission only to students with mild physical disabilities while redirecting more severe cases elsewhere
(C) Separate and isolated classrooms placed far away from mainstream students to minimize classroom disruption
(D) Complete exemption from all academic evaluation standards without providing structured support interventions

74. Which of the following administrative actions violates the principle of procedural transparency?
(A) Displaying all tender notices on the Central Public Procurement Portal (CPPP) and GeM
(B) Awarding contracts based on private, undocumented verbal agreements
(C) Maintaining a fully updated, publicly accessible register of SMC meeting decisions
(D) Publishing annual academic success indicators clearly on the official school website

75. The term "moral distress" in educational management describes a situation where an administrator:
(A) Does not know what the ethically correct course of action is due to a lack of administrative training
(B) Deliberately chooses an unethical path of conduct to achieve personal or professional gain
(C) Knows the ethical action but is constrained by systemic barriers or rules
(D) Experiences severe personal financial stress caused by delayed monthly salary disbursements

76. In Starratt's ethical framework, the "Ethic of Care" emphasizes that educational decisions must be grounded in:
(A) Strict, unyielding adherence to legal contracts and formal statutes above human considerations
(B) Maximizing institutional performance scorecards in national standardized academic tests
(C) Systematically enforcing strict hierarchical control and discipline across all staff cadres
(D) Respect, empathy, and the intrinsic worth of each individual in the community

77. Which of the following is an ethical requirement when a Principal manages student counseling records?
(A) Maintaining strict confidentiality unless disclosure is legally required to prevent harm
(B) Sharing detailed counselor progress notes openly with all class teachers during staff meetings
(C) Publishing real student counseling case studies with actual student names in the annual school magazine
(D) Handing over confidential counseling logs to student council leaders for peer mentoring programs

78. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): School administrators must adhere to neutrality and impartiality in performing their official administrative duties.
Reason (R): Political, communal, or personal biases in administration compromise social justice and undermine equity in educational access.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

79. Under CCS (Conduct) Rules, 1964, what is the rule regarding government employees accepting lavish hospitality from commercial firms or entities having official dealings with them?
(A) Fully permissible provided it is formally reported to authorities within 30 days
(B) Permissible if the hospitality is shared equally among all school staff members
(C) Allowed provided the total monetary value does not exceed prescribed limits

MCQGPT

(B) II and IV only
(C) I, II and IV only
(D) II, III and IV only

95. What is the ethical purpose of conducting an annual environmental and safety audit of school premises?
(A) To generate additional routine operational paperwork for administrative office staff
(B) To justify officially asking for higher student fees in government-aided educational institutions
(C) To pass off core administrative safety responsibilities entirely to municipal authorities
(D) To identify and eliminate structural, fire, and sanitation hazards to protect safety

96. Which of the following ethical frameworks emphasizes moral duties grounded in universalizable principles, famous in Kantian philosophy?
(A) Deontological Ethics
(B) Utilitarian Ethics
(C) Hedonistic Ethics
(D) Relational Ethics

97. In administrative decision-making, "relational ethics" focuses predominantly on:
(A) Strict mathematical calculation of administrative cost-benefit ratios and financial efficiency
(B) Quality human relationships, empathy, and mutual responsibility in the community
(C) Codified legal sanctions, statutory compliance, and formal disciplinary protocols
(D) Hierarchical administrative chains of command and formal executive authority networks

98. When a Principal evaluates a contract teacher's performance, ethical practice dictates that the evaluation must be:
(A) Based on undocumented subjective personal impressions collected over informal routine conversations
(B) Grounded in documented observations, clear criteria, and fair assessment standards
(C) Influenced primarily by the teacher's willingness to perform personal favors for the management
(D) Conducted secretly without informing the concerned teacher of the evaluation criteria in advance

99. Which of the following acts by a Principal constitutes a violation of the Right to Information (RTI) Act, 2005?
(A) Providing non-exempt public records within the statutory 30-day period
(B) Knowingly giving false, incomplete, or misleading information to an applicant
(C) Charging prescribed nominal fees for providing copies of public documents
(D) Transferring an RTI application to the concerned public authority within 5 days under Section 6(3)

100. A school Principal discovers that a vendor supplied sub-standard computer hardware under a government ICT grant scheme. The vendor offers a generous donation to the school's sports club if the Principal signs the completion certificate without objection. The Principal rejects the bribe, rejects the substandard shipment, blacklists the vendor as per GFR, and re-invites bids. The Principal demonstrates:
(A) High moral integrity and strict adherence to financial rules
(B) Arbitrary administrative rigidity hindering essential technology adoption processes
(C) Systemic administrative inefficiency causing significant budget disbursement delay
(D) Direct violation of established public-private partnership framework norms

101. An ethical Principal addressing teacher absenteeism in a government school should first:
(A) Ignore the absenteeism issue completely to avoid potential administrative conflict with local staff unions
(B) Mark absent teachers as present on personal request in order to maintain friendly workplace relations
(C) Deduct salary arbitrarily from absent staff members without issuing formal show-cause notices first
(D) Implement transparent attendance tracking and follow objective procedures for unauthorized absence

102. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): School Principals are prohibited under CCS (Conduct) Rules from using their official position to secure employment for their family members in private entities having official dealings with the school.

Click Here to Buy book on Flipkart

(A) The President of the local resident welfare association
(B) The Student Council Representative
(C) The External Audit Officer
(D) The Head of the School / Principal

88. An ethical approach to managing school admissions under the neighborhood concept mandates that:
(A) Admissions follow transparent distance criteria without arbitrary filtering
(B) Elite applicants living far away are preferred over local neighborhood resident children
(C) Local neighborhood children are subjected to entrance examinations to test academic aptitude
(D) Parents' socio-economic status and wealth are used as the primary screening parameters

89. Which of the following practices reflects ethical research and data collection in a school setting?
(A) Conducting psychological studies on students without obtaining informed consent from parents or legal guardians
(B) Ensuring consent, participant anonymity, and protection from harm
(C) Selling collected student survey responses directly to commercial private marketing agencies
(D) Forcing students to participate in external research projects under the threat of academic grade reduction

90. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Principals must refrain from taking personal loans or financial obligations from subordinate staff members.
Reason (R): Financial transactions between superiors and subordinates compromise administrative authority, create conflicts of interest, and violate service conduct rules.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. Under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH), an ethical Principal must ensure that the Internal Complaints Committee (ICC):
(A) Is chaired by a junior male administrative clerk appointed from within the school
(B) Resolves complaints informally by forcing settlements without keeping formal written records
(C) Includes a senior woman presiding officer and an external independent member
(D) Concludes inquiries by making public announcements on notice boards before completing investigation

92. Which of the following is an ethical violation regarding the distribution of free textbooks and uniforms under government welfare schemes?
(A) Distributing items promptly to all eligible students and maintaining stock registers
(B) Conducting physical audits of remaining stock at the end of the academic session
(C) Reporting shortages to the Directorate of Education in a timely manner
(D) Siphoning off textbook stock to private bookshops for personal financial gain

93. Ethical leadership in classroom supervision focuses primarily on:
(A) Supporting teacher growth, pedagogical quality, and student learning outcomes
(B) Punishing teachers severely for minor administrative oversights during routine class delivery
(C) Asserting authoritarian control and administrative dominance over all teaching faculty members
(D) Grading teachers' classroom performance strictly based on personal rapport with the administrator

94. Consider the following actions taken by an educational administrator:
I. Protecting the identity of a minor victim of abuse during an official inquiry.
II. Demanding capitation fees disguised as voluntary infrastructure development contributions.
III. Ensuring equal access to sports infrastructure for both male and female students.
IV. Suppressing evidence of financial fraud to protect institutional reputation.
Which of the above actions represent breaches of professional ethics?
(A) I and III only

Downloaded from www.pdf.tube

(D) Strictly prohibited as it compromises professional integrity

80. Consider the following ethical duties of a school Principal during national or state level standardized examinations hosted at the school center:
I. Ensuring absolute security and integrity of question papers and answer booklets.
II. Preventing any form of unfair means, invigilator misconduct, or administrative tampering.
III. Allowing extra time to uncertified candidates on informal oral requests from parents.
Which of the statements given above represent correct ethical duties?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

81. What is the ethically appropriate action for a Principal when a high-performing teacher uses abusive language toward students in the classroom?
(A) Issue a warning and take corrective measures prioritizing student well-being
(B) Ignore the abusive behavior because the teacher consistently produces high academic pass percentages
(C) Transfer the affected students to another section quietly without ever confronting the subject teacher
(D) Blame the affected students for provoking the teacher and close the administrative inquiry immediately

82. Which of the following represents a violation of ethical leadership in staff development?
(A) Distributing professional development and training opportunities fairly among all teachers based on objective needs
(B) Organizing peer coaching and mentoring frameworks within the school
(C) Selecting only personal favorites for prestigious international and national training programs repeatedly
(D) Encouraging subject teachers to participate in SCERT workshop initiatives

83. An ethical framework that prioritizes "the best interest of the student" in educational administration is advocated primarily by:
(A) Frederick Taylor
(B) Max Weber
(C) Henri Fayol
(D) Shapiro and Stefkovich

84. When selecting vendor services through the Government e-Marketplace (GeM), an ethical administrator must ensure that:
(A) Bidding is fair, open, transparent, and GFR-compliant without vendor bias
(B) Custom specifications are drafted specifically to favor a pre-selected private commercial firm
(C) The purchase contract is split into small financial tranches to avoid higher administrative approval
(D) Cash advances are paid directly into vendor personal bank accounts before work order issuance

85. During a routine financial audit, an auditor points out a technical irregularity in maintaining the petty cash register committed by an inexperienced staff clerk. The Principal takes responsibility, corrects the process, arranges training for the clerk, and ensures full compliance. This behavior demonstrates:
(A) Malicious administrative cover-up and systemic dereliction of institutional duty
(B) Ethical leadership, accountability, and constructive mentorship
(C) Complete administrative indifference to financial accounting standards
(D) Unnecessary and improper interference in official audit proceedings

86. Which of the following is considered an ethical breach during the process of school accreditation and quality evaluation?
(A) Presenting accurate, fully verified institutional data and records to visiting evaluation teams
(B) Highlighting institutional challenges alongside achievements in comprehensive self-assessment reports
(C) Falsifying attendance or inventory records to gain higher accreditation
(D) Allowing visiting evaluation panels unrestricted access to daily classroom instructional interactions

87. Under the Delhi School Education Rules, 1973, who is the ultimate authority responsible for maintaining proper discipline and ethical conduct within a recognized school?

MCQGPT

Reason (R): Misuse of official position for personal nepotism compromises administrative integrity and creates severe conflicts of interest.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

103. Which of the following represents an ethical approach to managing school examination results?
(A) Artificially inflating internal assessment marks to show 100% pass results in state board examinations
(B) Systematically downgrading marks of students who belong to specific social backgrounds
(C) Leaking model answer keys to select favored students prior to conducting annual examinations
(D) Evaluating answer scripts objectively based on standardized marking schemes

104. In the event of a catastrophic safety hazard in the school building (e.g., structural failure risk), the primary ethical duty of the Principal is to:
(A) Suppress the structural defect report quietly to prevent widespread panic among parents and public
(B) Evacuate affected areas immediately and report to authorities for emergency repair
(C) Wait for the annual visiting government inspection team to independently discover the hazard
(D) Blame the previous school administration publicly through personal social media posts

105. What is the ethical requirement when school management collects personal health data of students for school health cards?
(A) Selling the student health database to private pharmaceutical companies for commercial research
(B) Securing the data, maintaining confidentiality, and using it solely for student welfare
(C) Posting sensitive student medical conditions publicly on general school bulletin boards
(D) Sharing confidential medical files freely with unauthorized external marketing agencies

106. Which of the following is considered an ethical lapse in handling Parent-Teacher Association (PTA) funds?
(A) Depositing all PTA collections into a designated joint bank account in a nationalized bank
(B) Presenting audited annual financial statements clearly during general body meetings
(C) Using PTA funds for administrative personal entertainment
(D) Obtaining formal committee approval before incurring major institutional expenditures

107. The fundamental purpose of administrative ethics in a public school setting is to:
(A) Maximize financial revenue generation for state educational development funds
(B) Protect institutional administrators from all forms of external public accountability
(C) Enforce rigid bureaucratic rules strictly without regard to actual educational outcomes
(D) Serve public interest, uphold values, and support holistic student development

108. An ethical Principal dealing with staff conflict should employ which approach?
(A) Favoring the specific staff member who is personal friends with the Principal
(B) Neutral mediation, procedural fairness, and resolution based on policies
(C) Publicly humiliating both involved parties in front of students to re-assert authority
(D) Ignoring the conflict entirely until it leads to physical disruption in school functioning

109. Which of the following practices in inclusive education violates ethical standards?
(A) Providing appropriate assistive technology devices to students with visual impairment
(B) Training all mainstream teachers systematically in differentiated instructional strategies
(C) Modifying core learning materials flexibly to accommodate diverse student learning paces
(D) Segregating special needs children into isolated non-academic activities

110. Consider the following ethical principles in educational administration:
I. Respect for individual autonomy and student dignity.
II. Equity and procedural fairness in resource

Click Here to Buy book on Amazon

ANSWERS

1. (B) Safeguarding the developmental, moral, and academic well-being of students
Educational administration focuses primarily on human development, social responsibility, and moral growth, whereas general management often prioritizes profit maximization and financial efficiency. School leaders hold a specialized ethical duty to protect, support, and nurture the holistic well-being of students, ensuring that all organizational policies prioritize student welfare, safety, and academic growth over mere operational expediency.

2. (D) Adhering strictly to moral duties, rules, and obligations regardless of the outcome
Deontological ethics is a duty-based moral framework which asserts that actions are inherently right or wrong based on established rules, duties, and principles, rather than their outcomes. An educational administrator applying deontological ethics fulfills moral obligations and enforces regulations consistently, adhering strictly to institutional rules and professional standards regardless of consequences or personal circumstances.

3. (A) Decides on an administrative action by evaluating which outcome produces the greatest good for the maximum number of students
Teleological or consequentialist ethics evaluates the moral worth of an action based on the outcomes or consequences it produces. In educational administration, this perspective directs leadership to select decisions that maximize positive benefits and well-being for the largest possible group of students, ensuring that overall academic and institutional outcomes serve the collective interest effectively.

4. (B) I and III only
Ethical management in educational institutions spans a broad administrative spectrum, including transparent financial operations, equitable treatment of all students, and fair personnel management policies. It requires establishing an institutional climate rooted in moral integrity, fairness, and care, extending far beyond simple statutory compliance or minimum legal requirements to create a positive learning culture.

5. (A) Demonstrates consistency between articulated moral values and administrative actions
Integrity in educational leadership requires complete alignment between stated moral principles and practical administrative actions. A Principal demonstrates integrity by acting consistently, honestly, and ethically across all institutional duties, ensuring that professional conduct reflects personal commitment to fairness, equity, and educational excellence, even when facing significant operational challenges or external political pressures.

6. (A) Both A and R are true and R is the correct explanation of A
Educational administrators are held to elevated ethical standards because schools directly nurture vulnerable minor populations and fulfill a vital public trust for societal progress. This fundamental responsibility requires administrators to prioritize safety, moral guidance, and equitable development, making their ethical accountability substantially higher than that expected in commercial corporate organizations driven primarily by profit.

MCQGPT

7. (B) Ethic of Justice, Ethic of Care, Ethic of Critique
Robert Starratt proposed a foundational ethical framework for educational leadership comprising three interconnected dimensions: the Ethic of Justice, the Ethic of Care, and the Ethic of Critique. Together, these three dimensions guide educational leaders in balancing legal fairness, individual human compassion, and critical evaluation of institutional structures to foster an equitable school environment.

8. (C) Question social inequities, structural biases, and power dynamics within the system
In Starratt's ethical framework, the Ethic of Critique encourages educational leaders to examine, question, and challenge existing administrative structures, social inequities, and power imbalances within the school system. This

118. What is the ethical implication of "academic dishonesty" (e.g., plagiarism, exam cheating) when tolerated by school leadership?
(A) It fosters a dynamic culture of innovation and competitive academic advantage
(B) It undermines educational values and devalues institutional qualifications
(C) It streamlines routine academic administration and significantly reduces exam stress
(D) It enhances the overall public ranking of the institution in state assessments

119. Under the CCS (Conduct) Rules, 1964, a government school Principal who wishes to publish a book on pedagogical methods must:
(A) Publish the work completely anonymously without informing any departmental authority
(B) Obtain prior sanction or intimate the prescribed authority as per regulations
(C) Give all earned book royalties directly to the school management committee account
(D) Claim that the state government is the sole author and owner of the text

120. Which of the following is the most ethical response when a Principal notices gender-based stereotyping in instructional materials used in classrooms?
(A) Ignore the issue completely as long as the syllabus content is fully covered for examinations
(B) Sensitize staff, use non-stereotypical resources, and notify textbook authorities
(C) Ban the entire subject completely from the school academic curriculum without authorization
(D) Blame classroom teachers publicly for using the official state-prescribed curriculum

121. In an ethical school organizational climate, how are mistakes made by staff or students treated?
(A) As opportunities for learning, growth, and restorative intervention
(B) As immediate grounds for public humiliation and unconditional administrative termination
(C) As minor operational incidents to be swept under the rug and hidden from official records
(D) As immediate financial opportunities to impose unauthorized monetary fines on staff

122. Which of the following administrative actions directly violates the ethical principle of non-discrimination?
(A) Granting extra time during exams to a student with a certified learning disability as per official rules
(B) Denying participation in activities based on socio-economic or caste background
(C) Organizing specialized remedial language support classes for first-generation student learners
(D) Providing free mid-day meals uniformly to all eligible primary school students without distinction

123. The concept of "fiduciary responsibility" in educational management implies that a Principal:
(A) Owns all school property personally and can sell institutional assets as deemed required
(B) Holds a position of trust to act solely in the best interest of the institution
(C) Is completely exempt from statutory financial audits and government regulatory checks
(D) Can delegate absolute financial signature authority to external private commercial agencies

124. Ethical communication by a school Principal requires that information provided to parents regarding student progress must be:
(A) Manipulated to present only positive aspects and hide learning difficulties
(B) Accurate, constructive, timely, clear, and focused on student development
(C) Conveyed through vague, highly technical jargon to prevent parental questioning
(D) Shared publicly on social media platforms to ensure wide reach

125. An ethical approach to managing school admissions for children with special needs (CWSN) requires:
(A) Refusing admission directly on the grounds of lack of specialized physical infrastructure
(B) Admitting CWSN and providing reasonable accommodations as mandated by law
(C) Requiring parents to pay double tuition fees to hire private personal shadow teachers
(D) Enrolling them exclusively in non-formal evening shifts separate from general students

126. Consider the following ethical duties of a Head of School regarding teacher performance appraisal:

Downloaded from www.pdf.tube

17. (B) Right-versus-right ethical dilemma
A right-versus-right ethical dilemma arises when an administrator must choose between two competing moral obligations, such as maintaining institutional loyalty to senior colleagues versus fulfilling the public duty to report severe financial misappropriation. Both choices stem from valid moral values, making the decision complex, ethically challenging, and demanding careful moral reasoning.

18. (C) A is true but R is false
Transparency in school administration strengthens community trust and deters corruption by ensuring open financial and procedural decision-making. However, transparency does not justify violating privacy rights by disclosing personal employee files, medical histories, or confidential counseling notes, as such personal data is protected under statutory privacy exemptions and professional ethics.

19. (D) Strictly prohibited and punishable with a fine up to ten times the capitation fee charged
Section 13 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 explicitly prohibits schools or individuals from collecting any capitation fee during student admissions. Charging capitation fees is a punishable offense under the law, carrying financial penalties up to ten times the capitation fee charged by the institution.

20. (D) Subjecting a child or parents to any screening procedure or interview prior to admission
Section 13 of the RTE Act, 2009 strictly prohibits schools from subjecting children or parents to any screening procedure or interview during admissions. Admissions must follow non-discriminatory, transparent mechanisms, ensuring that no child is denied entry or subjected to pre-admission testing, interviews, or parental background assessments in recognized educational institutions.

21. (B) Admission is offered transparently without discrimination on any social background
Managing lateral admissions ethically requires administrators to ensure transparent, non-discriminatory access for all applicants regardless of socio-economic background, gender, or social identity. Educational leaders must prohibit illegal capitation fees, voluntary donation demands, and discriminatory elimination tests, maintaining equity and adherence to statutory admission frameworks prescribed by education authorities.

22. (B) I and III only
Recognized private schools are legally mandated under the RTE Act to reserve 25 percent of entry-level seats for children from Economically Weaker Sections and Disadvantaged Groups. The Directorate of Education conducts this admission through a centralized computerized lottery system, and schools are strictly prohibited from charging any supplementary fees to these students.

MCQGPT

23. (D) Politely refuse, adhering strictly to established transparent admission guidelines and norms
Ethical administrative governance requires school leaders to uphold statutory rules and established transparent guidelines consistently, resisting improper external political influence or personal pressure. When faced with demands for out-of-turn admissions, an ethical Principal politely refuses compliance, maintaining procedural integrity, non-discrimination, equal access, and public trust in the overall institutional admission process.

24. (A) Awarding extra subjective marks to a candidate recommended by a friend on the panel
Recruitment ethics require objective, transparent, and merit-based evaluation of candidates using standardized frameworks and criteria. Awarding subjective extra marks to a favored or recommended candidate breaches recruitment ethics, compromises procedural fairness, discriminates against qualified applicants, and violates administrative regulations governing official personnel recruitment in government-funded or recognized schools.

25. (C) Mitigating conflict of interest and preserving recruitment ethics
Mitigating conflicts of interest is critical to maintaining fairness, integrity, and transparency in administrative recruitment. Instructing a committee member to recuse themselves when a close family relative is applying ensures unbiased candidate evaluation, prevents actual or perceived nepotism, and adheres to statutory civil service standards and professional ethical governance guidelines.

(B) Allocating inferior classrooms, textbooks, and teachers exclusively to weaker sections
(C) Systematically enforcing uniform school attendance timings across all student cadres
(D) Conducting standardized open sports trials for all enrollment categories transparently

134. Ethical leadership model developed by Starratt places which ethical dimension at the core of creating a supportive, nurturing educational environment?
(A) Ethic of Justice
(B) Ethic of Care
(C) Ethic of Efficiency
(D) Ethic of Authority

135. When a government school Principal is offered free personal international vacation trips by a private technology company bidding for a school digitalization contract, accepting this offer is a violation of:
(A) General pedagogical research protocols and guidelines
(B) CCS (Conduct) Rules on gifts and financial ethics
(C) Central Public Library administrative regulations and rules
(D) Right to Education Act statutory administrative quota norms

136. An ethical Principal ensures that school disaster management plans are:
(A) Kept as confidential secret documents locked permanently inside the main administrative safe
(B) Updated, shared transparently with staff and students, and practiced in safety drills
(C) Drafted reactively only when an actual emergency disaster or crisis occurs on campus
(D) Outsourced entirely to private security firms without conducting internal staff training

137. Which of the following practices in staff recruitment reflects nepotism?
(A) Selecting the highest-ranked candidate systematically from an open, merit-based candidate pool
(B) Using official position to hire a relative scoring lower than qualified candidates
(C) Conducting structured panel interviews strictly based on standardized evaluation rubrics
(D) Verifying authentic educational qualification certificates directly with issuing boards

138. Under the provisions of the Delhi School Education Act and Rules (DSEAR), 1973, a head of school who intentionally falsifies school attendance records to claim higher government grant-in-aid is liable for:
(A) Formal professional commendation for active institutional resource mobilization
(B) Severe disciplinary action, recovery of funds, and criminal prosecution for fraud
(C) Automatic statutory exemption from undergoing mandatory annual state financial audits
(D) Immediate transfer to an administrative supervisory officer post in the Directorate

139. What is the ethical rationale behind implementing a "Code of Conduct" for educational administrators?
(A) To eliminate all personal freedom and individual professional expression of administrators
(B) To guide professional decisions, protect public trust, and maintain integrity
(C) To create a rigid legal administrative mechanism to punish minor operational mistakes
(D) To ensure that educational administrators strictly obey political directives without question

140. Which of the following administrative behaviors reflects "moral courage" in an educational leader?
(A) Conforming quietly to unethical administrative practices because "everybody else does it"
(B) Upholding ethical principles and student safety despite external pressure or pushback
(C) Delegating highly controversial ethical decisions systematically to subordinate office clerks
(D) Changing administrative stances fluidly based on whichever group currently holds political power

141. Ethical handling of student discipline requires that punishments must be:
(A) Retributive, highly excessive, and administered in front of the entire assembly
(B) Proportional, fair, and focused on behavioral correction rather than harm
(C) Arbitrary, immediate, and administered

Click Here to Buy book on Flipkart

distribution.

III. Absolute authoritarian control without administrative transparency.

Which of the principles listed above are essential for effective, ethical school leadership?

(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

111. When an educational administrator faces a situation where statutory rules and the immediate physical/moral well-being of a student conflict, the administrator should:

(A) Blindly follow statutory rules even if doing so causes immediate physical harm to the student
(B) Safeguard student safety immediately while documenting emergency justification
(C) Resign from public administrative service immediately in order to avoid making a difficult choice
(D) Delegate the entire administrative decision completely to minor student class monitors

112. Under the Central Civil Services (Classification, Control and Appeal) Rules, 1965, "Censure" is categorized as a:

(A) Major Penalty
(B) Minor Penalty
(C) Administrative Recommendation
(D) Informal Statutory Warning

113. An ethical Principal ensures that the school library collection:

(A) Includes age-appropriate materials that promote critical thinking
(B) Excludes all books that present views different from the Principal's personal ideology
(C) Contains strictly administrative rulebooks and official government gazettes
(D) Is kept permanently locked away to avoid potential book damage by students

114. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).

Assertion (A): Maintaining strict confidentiality during POSH internal committee inquiries is legally mandatory and ethically critical.

Reason (R): Unauthorized disclosure of identity details of the complainant, respondent, or witnesses during POSH proceedings attracts statutory penalties and damages human dignity.

In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

115. A Vice-Principal uncovers evidence that several senior teachers are systematically charging fees for mandatory private home tuitions from their own classroom students under threat of failing them in practical exams. The Vice-Principal reports this to the Principal. The Principal conducts a discreet inquiry, verifies the facts, issues formal show-cause notices under DSEAR rules, and alerts the Directorate. The Principal's actions represent:

(A) Direct violation of teacher professional autonomy and individual academic freedom
(B) Unnecessary bureaucratic interference in private individual economic activities
(C) Ethical leadership upholding professional anti-corruption standards
(D) Severe breach of employee personal privacy and statutory workplace rights

116. Which of the following is an example of an ethical issue in school infrastructure management?

(A) Inspecting fire extinguishers regularly and conducting routine campus fire drills
(B) Diverting maintenance funds for office luxury while classrooms have leaking roofs
(C) Repairing broken window panes and damaged furniture in student classrooms promptly
(D) Ensuring barrier-free ramps are properly installed for wheelchair accessibility across campus

117. An ethical leader practicing "distributive justice" in school management ensures that:

(A) High-performing students receive all institutional resources while low performers receive none
(B) Resources and opportunities are distributed fairly across all students without bias
(C) Institutional funds are distributed based primarily on senior staff members' personal preferences
(D) Extra coaching is provided exclusively to students who pay private fees to school staff

MCQGPT

MCQGPT

149. An ethical Principal ensures that special grant funds earmarked for girl students' hygiene and health initiatives are:

(A) Diverted completely to upgrade and modernize the administrative conference room facilities

(B) Utilized for sanitation facilities and health products as intended by the scheme

(C) Returned unspent every fiscal year to demonstrate administrative fiscal austerity

(D) Converted into cash prizes and merit scholarships for high-scoring board exam students

150. Ultimately, ethical leadership in school management serves as the foundation for:

(A) Establishing absolute administrative dominance, hierarchical control, and bureaucratic rigidity

(B) Building a trustworthy, safe, and high-performing educational environment for students

(C) Maximizing institutional commercial profits and revenue generation in public education

(D) Protecting school administrators permanently from all forms of judicial and public scrutiny

****

I. Evaluating performance based on objective, pre-communicated standards.
II. Providing regular constructive feedback throughout the academic session.
III. Allowing personal dislike to influence adverse grading in confidential reports.
IV. Documenting specific evidence to support performance ratings.

Which of the above statements represent correct ethical practices?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

127. Which of the following represents an ethical vulnerability in the procurement of school laboratory chemicals?
(A) Purchasing chemicals through authorized government vendors with proper quality certifications
(B) Accepting non-certified, expired chemicals from an unregistered vendor without inspection
(C) Storing all hazardous laboratory chemicals safely under locked key as per safety protocols
(D) Conducting stock register entry immediately upon verified receipt of chemical goods

128. An ethical Principal practicing "servant leadership" focuses primarily on:
(A) Accumulating administrative power systematically to dominate subordinate staff members
(B) Serving the growth and well-being of students, staff, and the community
(C) Ensuring personal career promotions consistently above all other institutional goals
(D) Enforcing strict compliance through the threat of punitive administrative actions

129. What is the ethical requirement when a school receives external corporate grants for building a computer lab?
(A) Using the funds to renovate the Principal's office and purchasing personal laptops for administrative executives
(B) Ring-fencing the grant for computer lab development and maintaining accounts for audit
(C) Concealing the grant receipt completely from the School Management Committee and stock registers
(D) Distributing the external grant funds as direct cash bonuses to senior teaching staff members

130. A school Principal receives a report that an IT staff member is accessing students' personal online portal accounts without authorization. The Principal immediately revokes the staff member's administrative access, orders a digital audit, and initiates disciplinary inquiry as per cybersecurity rules. The Principal's actions protect:
(A) Administrative operational speed and network efficiency
(B) Student privacy rights and data security
(C) The IT staff member's personal professional freedom
(D) Corporate commercial partnerships with software providers

131. The ethical principle of "autonomy" in an educational setting respects the right of teachers to:
(A) Violate state curriculum frameworks openly and teach unapproved personal content
(B) Exercise professional judgment within curriculum standards and ethical boundaries
(C) Refuse to perform mandatory state-assigned examination invigilation duties
(D) Charge private commercial fees from students for regular classroom instruction

132. What is the ethically appropriate response when a Principal discovers that an internal examination paper has been leaked prior to the exam?
(A) Conduct the exam anyway as scheduled and pretend that the paper leak did not actually occur
(B) Cancel the paper, investigate the breach, reschedule with a new paper, and penalize the source
(C) Award equal full marks to all enrolled students to avoid potential administrative controversy
(D) Blame the students who received the leaked paper while completely ignoring the internal source of the leak

133. Which of the following is an example of "structural injustice" within a school environment that an ethical Principal must seek to eliminate?
(A) Providing equal library access hours and borrowing privileges to all enrolled students

Downloaded from www.pdf.tube

dimension prompts administrators to re-examine established policies and practices critically to overcome structural biases and promote social justice and equity for all students.

9. (D) Ethic of the Profession
Shapiro and Stefkovich expanded upon existing ethical frameworks by introducing the Ethic of the Profession specifically for educational leaders. This dimension focuses on the moral standards, professional codes, and institutional values unique to education, placing the best interests of students at the absolute center of administrative decision-making processes and organizational policy choices.

10. (A) Ethic of Care and Inclusivity
Addressing subtle social isolation by conducting sensitivity workshops, restructuring group pairings, and creating inclusive monitors directly exemplifies the Ethic of Care and Inclusivity. This approach prioritizes empathy, student connection, and equal belonging, ensuring that vulnerable and disadvantaged students receive proactive support to participate fully in all classroom activities without discrimination or stigma.

11. (D) Beneficence
Beneficence is an ethical principle requiring leaders to act proactively for the welfare of others and take positive measures to prevent harm. In educational settings, beneficence obligates administrators to design supportive programs, foster inclusive environments, and continuously enhance policies to protect student well-being, promote holistic growth, and advance the community's best interests.

12. (B) First, avoid causing physical, emotional, or academic harm to students
The ethical principle of non-maleficence originates from healthcare and ethics, requiring practitioners to avoid causing harm. In educational management, non-maleficence mandates that administrators must first ensure that no physical, emotional, psychological, or academic harm comes to students through administrative policies, disciplinary actions, supervisory oversights, or unsafe institutional facility conditions.

13. (C) Proactively disclosing school development plans, grant allocations, and key committee decisions publicly
Fostering genuine administrative transparency in public schools requires proactive public disclosure of core administrative activities, including development plans, grant expenditures, and key committee decisions. Making these official documents accessible to the community builds institutional trust, deters financial irregularities, ensures public accountability, and demonstrates alignment with statutory guidelines and ethical governance principles.

MCQGPT

14. (B) I, II and III only
Ethical administrative transparency and integrity require sharing public expenditure details on notice boards, providing anonymized and fair grievance mechanisms, and uploading verified inventory summaries as per General Financial Rules. Conducting closed-door procurement without competitive tenders violates financial rules and transparency, making transparent financial and grievance mechanisms the proper standards for administrative ethics.

15. (D) Imposes a penalty on a teacher based on unverified verbal complaints without formal inquiry
Procedural justice requires that administrative decisions, penalties, or disciplinary actions follow fair, transparent, and standardized procedures, including giving accused individuals a fair hearing. Imposing a penalty on a teacher based solely on unverified verbal complaints without conducting a formal inquiry breaches procedural justice, violating fundamental fairness and natural justice principles.

16. (A) Balancing student confidentiality obligations against the mandatory legal duty to report under the POCSO Act
A classic ethical dilemma occurs when an administrator faces a direct conflict between two competing moral duties or legal mandates. Balancing student confidentiality against mandatory reporting of suspected abuse under the POCSO Act represents a complex dilemma, requiring administrators to navigate legal mandates carefully while ensuring the primary safety and protection of the child.

without giving any opportunity for defense
(D) Standardized strictly as mandatory physical labor for all minor student infractions

142. An ethical school administrator manages communication with media outlets by:
(A) Exposing individual student identities and private disciplinary records for favorable publicity
(B) Providing authorized information while protecting student privacy and confidentiality
(C) Speculating publicly in news media on ongoing confidential internal investigations
(D) Bribing local media journalists to publish favorable promotional articles about the school

143. Which of the following practices constitutes an ethical breach in the administration of mid-day meals (PM POSHAN) in schools?
(A) Inspecting food quality, taste, and hygiene standards daily before serving meals to students
(B) Accepting sub-standard meals while signing full quality compliance certificates
(C) Involving dedicated teacher committees to supervise orderly meal distribution every day
(D) Maintaining daily meal consumption counts and inventory stock registers transparently

144. The ethical responsibility of a Principal towards first-generation school learners includes:
(A) Discouraging first-generation learners systematically from participating in academic competitions
(B) Providing inclusive support and an encouraging environment free from social bias
(C) Charging supplementary coaching fees to bring low-performing students up to section standards
(D) Advising weaker students to drop out early and pursue non-academic manual trades instead

145. A Principal notices that an influential local vendor has delivered lower grade construction material for repairing the school boundary wall. When questioned, the vendor hints that reporting this will cause trouble with local community political figures. The Principal halts construction immediately, rejects the material, documents the defect with photographic evidence, and reports the breach to the Directorate's PWD/ Engineering wing. The Principal's action demonstrates:
(A) Unreasonable administrative obstructionism hindering essential campus infrastructure repairs
(B) Ethical fortitude, safety commitment, and protection of public funds
(C) Complete lack of diplomatic community management skill and conflict resolution
(D) Direct violation of vendor contractual rights under general public procurement rules

146. Which of the following ethical models focuses on analyzing power dynamics, social injustices, and systemic inequities within educational systems?
(A) Ethic of Critique
(B) Ethic of Market Efficiency
(C) Ethic of Conformity
(D) Ethic of Bureaucratic Centralization

147. Under CCS (CCA) Rules, 1965, if an administrator is placed under suspension due to pending disciplinary proceedings involving financial embezzlement, the administrator is entitled to receive:
(A) Full regular monthly salary and allowances without taking any administrative deductions
(B) Prescribed subsistence allowance, subject to non-engagement in private employment
(C) No financial subsistence allowance, salary, or statutory compensation whatsoever
(D) Double monetary allowance specifically granted to meet external legal defense expenses

148. Which of the following practices promotes an ethical culture of accountability among school teaching staff?
(A) Reviewing student learning data collaboratively and engaging in reflective pedagogy
(B) Imposing arbitrary financial pay cuts on teaching staff without formal administrative hearings
(C) Encouraging teachers to blame students' home environments for poor overall academic outcomes
(D) Establishing secret internal informant networks among teaching and non-teaching staff members

Click Here to Buy book on Amazon

26. (B) Assess performance objectively based on documented evidence and actual contributions
Annual Performance Assessment Reports (APAR) require Reporting Officers to evaluate staff performance objectively based on documented evidence, professional output, and observed contributions throughout the assessment year. Evaluators must avoid personal bias, arbitrary scoring, hidden remarks, or favoritism, ensuring that performance records reflect verified achievements and support fair career advancement.

27. (D) Accepting lavish hospitality or expensive gifts from school business vendors
Under the Central Civil Services (Conduct) Rules, 1964, government servants are explicitly prohibited from accepting lavish hospitality, expensive gifts, or financial favors from commercial entities or vendors having official dealings with their organization. This prohibition prevents corrupt influence, preserves administrative impartiality, and maintains public confidence in financial procurement integrity.

28. (A) Withholding adverse APAR remarks from a teacher, denying them a fair chance to represent their case
Withholding adverse APAR remarks from a teacher deprives them of the statutory right to represent their case and seek procedural redress, constituting an ethical breach in employee management. Transparent administrative evaluation requires notifying employees of adverse entries promptly, allowing procedural fairness, objective performance review, and opportunities for professional growth and career progression.

29. (C) General Financial Rules (GFR), 2017
Financial management and procurement of goods or services using government grants in public educational institutions must comply strictly with the General Financial Rules (GFR), 2017. These rules mandate competitive bidding, transparency, proper budgeting, open tendering, stock registration, and audit compliance to prevent financial mismanagement and ensure efficient public expenditure.

30. (A) Both A and R are true and R is the correct explanation of A
General Financial Rules explicitly prohibit splitting purchase orders or financial sanctions into smaller amounts to bypass open competitive bidding thresholds or higher administrative approvals. Artificially dividing orders violates financial ethics and government regulations, undermining financial transparency, competitive pricing, and official administrative authorization protocols mandated for public procurement.

31. (D) Financial misapplication
Diverting or using funds allocated for specific educational interventions under schemes like Samagra Shiksha for unauthorized administrative expenses outside approved project parameters constitutes financial misapplication. Educational leaders must ensure that dedicated government grant allocations are spent strictly according to sanctioned scheme guidelines, maintaining fiscal discipline and program accountability.

32. (C) Maintaining joint accounts, proper vouchers, and regular audits approved by the SMC
Managing public funds raised or assigned to School Management Committees requires strict compliance with financial regulations, including maintaining joint bank accounts, keeping detailed transaction vouchers, and undergoing regular formal financial audits. These procedures ensure accountability, prevent individual fund misuse, and guarantee that financial resources directly benefit school development projects.

33. (D) Document the discrepancy, order an inquiry, and report it to competent authorities per rules
Discovering stock discrepancies or financial irregularities requires administrators to follow standard accounting and legal protocols immediately. An ethical Principal documents the discrepancy, initiates a formal internal inquiry, and reports the matter to higher competent authorities per General Financial Rules, rather than covering up financial losses or imposing informal monetary penalties.

34. (B) I, III and IV only
Financial ethics and administrative compliance require purchasing through Government e-Marketplace portals, maintaining separate stock registers for consumable and non-consumable store items, and conducting physical verification of stores annually. Issuing unauthorized high-cash payments without stamped receipts violates accounting rules, making structured procurement and stock verification essential for fiscal compliance.

MCQGPT

35. (C) Unethical, illegal, and strictly prohibited under Section 17 of the RTE Act
Section 17 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 strictly prohibits all forms of physical punishment and mental harassment of children in schools. Corporal punishment is illegal, unethical, and harmful to child development, making its enforcement subject to legal penalties and formal departmental disciplinary proceedings.

36. (D) Engaging the student in dialogue to understand their impact and repair the harm done
Restorative justice in school discipline focuses on resolving conflicts through open dialogue, repairing harm, and encouraging personal responsibility rather than imposing punitive measures or public humiliation. Engaging students constructively helps them understand the consequences of their actions, rebuild relationships within the school community, and develop positive behavioral patterns for long-term growth.

37. (A) Report the matter immediately to the Special Juvenile Police Unit or local police
Under the Protection of Children from Sexual Offences (POCSO) Act, 2012, any person in authority who receives information regarding child sexual abuse is legally bound to report the matter immediately to the Special Juvenile Police Unit or local police. Failing to report such offenses constitutes a statutory crime, overriding internal mediation attempts.

38. (C) Cases of child abuse, sexual harassment, and severe bullying
Zero tolerance policies in educational ethics apply strictly to grave violations that endanger student safety, physical well-being, and psychological security, such as child abuse, sexual harassment, and severe bullying. Applying non-negotiable zero tolerance to these severe infractions ensures immediate intervention, child protection, and a safe, protective school learning environment.

39. (D) Sharing a student's psychological evaluation details with all teachers in a staff group chat
Sharing sensitive student records, such as psychological evaluations, in general staff group chats violates confidentiality obligations and student privacy rights. Psychological and health records must be kept secure, restricted strictly to authorized professionals and legal guardians, and protected from public or unauthorized internal disclosure under ethical guidelines and privacy laws.

40. (A) Procedural fairness with developmental ethics
Handling academic dishonesty by canceling the specific compromised examination paper while arranging remedial ethics counseling balances procedural fairness with developmental ethics. This approach enforces institutional disciplinary rules consistently without resorting to excessive public humiliation or immediate permanent expulsion, preserving the student's long-term educational opportunity while effectively addressing behavioral lapses and supporting personal moral growth.

41. (C) Serves as a collaborative platform for student-centered growth and transparent communication
The Parent-Teacher Association (PTA) serves as a collaborative platform designed to foster strong partnerships between school administration, teachers, and parents for student growth and well-being. An ethical Principal encourages transparent communication, constructive feedback, and mutual cooperation through the PTA, avoiding arbitrary administrative demands or restricted participation based on socio-economic status.

42. (A) Both A and R are true and R is the correct explanation of A
School administrators must maintain strict professional boundaries with parents and avoid personal or commercial transactions with them. Engaging in dual business or financial relationships creates potential conflicts of interest, compromises objective student evaluations, undermines administrative impartiality, and directly violates civil service conduct standards expected of public educational leaders within school organizations.

43. (D) Institute an objective review per guidelines and communicate the outcome transparently
When a parent files a grievance regarding academic evaluation, an ethical Principal initiates an objective, transparent re-evaluation process in accordance with established examination guidelines. Resolving academic grievances transparently and communicating findings clearly upholds administrative accountability,

Downloaded from www.pdf.tube

ensures objective assessment standards, and maintains parent community trust in the evaluation framework.

44. (A) Rule 13
Rule 13 of the Central Civil Services (Conduct) Rules, 1964 specifically regulates the acceptance of gifts, hospitality, and financial favors by government servants, including school administrators. The rule defines monetary limits, disclosure requirements, and official permissions necessary to ensure that public officials maintain professional integrity and avoid financial conflicts of interest.

45. (C) Absolute integrity, devotion to duty, and proper conduct
Rule 3(1) of the Central Civil Services (Conduct) Rules, 1964 mandates that every government employee shall at all times maintain absolute integrity, devotion to duty, and conduct becoming of a public servant. This overarching provision forms the foundational ethical duty for government school administrators, prohibiting corrupt practices, insubordination, and unprofessional conduct.

46. (D) Engaging in private business or private tuitions without prior official sanction
Engaging in private trade, commercial business, or fee-charging private tuitions without obtaining prior official sanction from competent government authorities constitutes conduct unbecoming of a government servant under CCS (Conduct) Rules, 1964. Public school administrators and teachers are legally required to devote their complete professional services to their official duties.

47. (A) Propagating communal hatred or practicing discrimination based on social identity
Under the Delhi School Education Act and Rules (DSEAR), 1973, the mandatory Code of Conduct for school staff explicitly prohibits propagating communal hatred, practicing social discrimination, or inciting disharmony among students and staff. Administrators and teachers are legally required to promote secularism, national integration, equality, and mutual respect within educational institutions.

48. (C) Taking active part in political movements or political organizations
Rule 5 of the CCS (Conduct) Rules, 1964 explicitly prohibits government servants, including public school administrators, from taking active part in political movements, political parties, or political demonstrations. Public servants must maintain strict political neutrality and non-partisanship while performing their administrative duties to preserve public trust and administrative impartiality.

MCQGPT

49. (D) Protecting student personal data, APARs, and inquiry reports from unauthorized disclosure
Confidentiality obligations in educational leadership require administrators to safeguard sensitive internal data, including student personal records, APAR gradings, medical files, and ongoing inquiry proceedings, from unauthorized public disclosure. While administrative transparency applies to public operations, personal private data remains legally protected under statutory exemptions and professional conduct rules.

50. (B) I and III only
Student adoption details disclosed confidentially and internal investigative records of ongoing sexual harassment complaints prior to report finalization are legally protected from general public disclosure under privacy laws and statutory exemptions. In contrast, financial grant expenditure figures represent public funds and must remain completely transparent for public scrutiny and official audit.

51. (A) Personal information with no public interest aspect that causes unwarranted invasion of privacy
Section 8(1)(j) of the Right to Information (RTI) Act, 2005 exempts from disclosure personal information that has no relationship to any public activity or interest, or which would cause an unwarranted invasion of individual privacy. Public Information Officers may deny such requests unless a larger public interest justifies disclosing private data.

52. (D) Refuse the request under third-party personal information exemptions unless public interest applies
When an RTI applicant requests confidential personal, academic, or behavioral records of another individual's child, the Principal must

that financial contributions never influence institutional recognition or compromise fundamental academic evaluation standards.

71. (B) Allocates resources based on individual needs to ensure fair opportunities
Equity in educational management differs from simple equality because equity focuses on providing differentiated resources and targeted support based on individual student needs, ensuring equal opportunity for success. Equality provides identical resources to everyone regardless of background, whereas equity addresses specific barriers and systemic disadvantages to achieve true fairness.

72. (D) Partnering with community groups for student health and enrichment without exploitation
Ethical community partnerships require schools to engage local organizations for student health, learning, and enrichment without exploiting students or commercializing private data. Collaborating with community groups transparently enhances educational opportunities while preserving student privacy, organizational integrity, and the non-commercial character of public educational institutions across all programs.

73. (A) Reasonable accommodations and barrier-free infrastructure for all disabled children
Under the Rights of Persons with Disabilities (RPwD) Act, 2016, educational institutions are legally and ethically obligated to ensure inclusive education by providing reasonable accommodations, accessible physical infrastructure, adaptive technology, and supportive learning environments. Schools must guarantee equal academic participation and complete non-discrimination for all children with disabilities.

74. (B) Awarding contracts based on private, undocumented verbal agreements
Awarding institutional procurement contracts based on private, undocumented verbal agreements violates the ethical and legal principles of procedural transparency and General Financial Rules. Administrative ethics mandates open competitive bidding, public tender notices, clear documentation, and transparent procurement portals like GeM to prevent corruption and ensure proper utilization of public funds.

75. (C) Knows the ethical action but is constrained by systemic barriers or rules
Moral distress in educational administration describes a situation where an administrator knows the ethically correct action to take but is constrained from acting by systemic barriers, unyielding organizational rules, hierarchical pressures, or political constraints. Recognizing moral distress highlights organizational tensions between individual moral principles and strict administrative institutional limitations.

76. (D) Respect, empathy, and the intrinsic worth of each individual in the community
In Starratt's ethical framework, the Ethic of Care emphasizes that administrative and educational decisions must be grounded in compassion, mutual respect, empathy, and recognition of the intrinsic worth of every individual. This dimension prioritizes human relationships and well-being, ensuring that institutional administrative efficiency never overrides personal dignity and student care.

77. (A) Maintaining strict confidentiality unless disclosure is legally required to prevent harm
Managing student counseling records requires strict adherence to ethical confidentiality standards, restricting access to certified counselors, legal guardians, and authorized personnel. Counseling information can only be disclosed when legally mandated or necessary to prevent imminent harm to the student or others, ensuring psychological safety, individual trust, and full privacy protection.

78. (A) Both A and R are true and R is the correct explanation of A
Administrative neutrality and impartiality are essential for school leaders to deliver equitable educational services without political, social, or personal bias. Personal or ideological biases compromise social justice, undermine public trust, and create discriminatory environments, making impartial governance necessary for upholding equity, ethical integrity, and fundamental human rights in public education.

Click Here to Buy book on Flipkart

guidance for staff (Moral Manager) is perceived as an ethically neutral leader. Followers remain uncertain about organizational expectations, resulting in an inconsistent ethical climate across the institution.

62. (B) I, II and III only
A complete ethical leader according to Treviño combines the qualities of a Moral Person and a Moral Manager by practicing personal integrity, establishing clear ethical expectations, and applying fair administrative rewards and discipline. Tolerating ethical breaches by high performers destroys organizational standards, making consistent enforcement essential for true ethical leadership.

63. (D) Observing modeled behavior, ethical rewards, and discipline demonstrated by leaders
Michael Brown's Social Learning Theory of Ethical Leadership posits that employees learn ethical workplace behavior primarily by observing their leaders' actions, decisions, and modeled conduct. Leaders influence organizational ethics when subordinates witness them acting with integrity, enforcing rules consistently, rewarding ethical behavior, and disciplining ethical violations in daily administrative operations.

64. (A) Critical ethical leadership
Critical ethical leadership involves actively examining and addressing systemic inequalities, challenging oppressive institutional structures, and promoting social justice within educational organizations. Leaders adopting this model critically evaluate existing administrative policies, foster open critical discussions among staff, and implement transformative practices to ensure equity, inclusion, and continuous empowerment for all community members.

65. (D) Initiation of Rule 14 major penalty proceedings, which may include dismissal
When a public school Principal is found guilty of misusing government funds and committing gross financial fraud, disciplinary proceedings under Rule 14 of CCS (CCA) Rules, 1965 are initiated for major penalties. Major penalties following formal inquiry include reduction in rank, compulsory retirement, removal, or complete dismissal from government service.

66. (A) Both A and R are true and R is the correct explanation of A
Ethical lapses by a school Principal severely damage the institution far beyond immediate administrative or legal penalties. Unethical conduct erodes community trust, degrades the school culture, compromises moral authority, and sets harmful behavioral examples for teachers and students, demonstrating why administrative integrity is essential for maintaining institutional quality and public confidence.

67. (B) Compulsory retirement or reduction in rank
Under Rule 14 of the Central Civil Services (Classification, Control and Appeal) Rules, 1965, major penalties that can be imposed following formal disciplinary inquiries include compulsory retirement, reduction in pay step, reduction in rank, removal, or dismissal from service. Censure, withholding of increments, or withholding of promotion represent minor penalties.

68. (C) Creation of a toxic school culture and risk of harm to victims
Systematically covering up incidents of severe student bullying to protect an institution's public image creates a toxic, dangerous school culture and exposes victims to ongoing psychological and physical harm. Ethical leadership requires addressing student misconduct transparently, supporting vulnerable students, and implementing corrective disciplinary measures rather than hiding administrative problems from authorities.

69. (D) Accountability
Accountability is a fundamental ethical value in educational administration requiring leaders to accept full responsibility for administrative decisions, operational outcomes, and personal errors. An accountable leader does not shift blame to subordinates, actively implements corrective actions when mistakes occur, and maintains transparent operational practices to preserve institutional trust and integrity.

70. (A) Integrity and fairness of the evaluation system
Rejecting personal financial sponsorships tied to improper demands for student awards safeguards the integrity, objectivity, and overall fairness of institutional evaluation systems. Academic awards must be granted strictly based on merit and pre-established evaluation criteria, ensuring

Downloaded from www.pdf.tube

88. (A) Admissions follow transparent distance criteria without arbitrary filtering
Managing school admissions under the neighborhood concept ethically requires implementing clear, transparent distance-based criteria without arbitrary academic filtering or socio-economic discrimination. Adhering to statutory distance norms guarantees equitable access for local neighborhood children, upholding the mandate of the RTE Act and preventing exclusionary admission practices in recognized educational institutions.

89. (B) Ensuring consent, participant anonymity, and protection from harm
Conducting ethical research and data collection in educational settings requires obtaining informed consent, protecting participant anonymity, maintaining data confidentiality, and safeguarding students from physical or psychological harm. Commercializing student survey data or forcing student participation without guardian consent directly violates ethical research standards and statutory privacy protections in public schools.

90. (A) Both A and R are true and R is the correct explanation of A
School Principals are prohibited from soliciting or accepting personal financial loans, monetary gifts, or financial obligations from subordinate employees. Financial transactions between administrative superiors and subordinates create severe conflicts of interest, compromise objective supervisory authority, distort administrative evaluations, and directly violate civil service conduct rules governing public servants.

91. (C) Includes a senior woman presiding officer and an external independent member
Under the Sexual Harassment of Women at Workplace (POSH) Act, 2013, an ethically compliant Internal Complaints Committee (ICC) must be chaired by a senior woman employee and include an external independent member experienced in women's rights or law. Proper committee composition guarantees independent investigation, prevents organizational bias, and protects workplace dignity.

92. (D) Siphoning off textbook stock to private bookshops for personal financial gain
Siphoning off free government textbooks, uniforms, or welfare materials intended for underprivileged students to commercial private vendors constitutes severe financial fraud and an ethical breach. Welfare items provided under government schemes must be fully accounted for, recorded in stock registers, and distributed directly and transparently to eligible student beneficiaries.

93. (A) Supporting teacher growth, pedagogical quality, and student learning outcomes
Ethical leadership in classroom supervision focuses on supporting professional teacher development, improving instructional quality, and enhancing student learning outcomes. Supervisory observations should serve as collaborative developmental tools providing constructive feedback, objective guidance, and reflective dialogue, rather than punitive mechanisms designed to exercise authoritarian control or personal favoritism in schools.

94. (B) II and IV only
Demanding capitation fees under the guise of voluntary infrastructure donations violates Section 13 of the RTE Act, 2009, while suppressing evidence of financial fraud breaches administrative ethics and financial regulations. Protecting minor victims' identities and ensuring equal sports access represent positive ethical duties, making capitation demands and fraud suppression major ethical violations.

95. (D) To identify and eliminate structural, fire, and sanitation hazards to protect safety
Conducting annual environmental and safety audits of school premises serves the primary ethical purpose of identifying, mitigating, and eliminating structural, fire, electrical, and sanitation hazards. Proactive safety inspections ensure compliance with statutory safety standards, protect the physical well-being of students and staff, and fulfill the school's fundamental duty of care continuously.

96. (A) Deontological Ethics
Deontological ethics is a moral framework rooted in Kantian philosophy that emphasizes moral duties, rules, and universal principles, independent of outcomes. In educational administration, deontological principles mandate that leaders adhere strictly to ethical duties, legal standards, and professional obligations because actions are inherently right, regardless

MCQGPT

79. (D) Strictly prohibited as it compromises professional integrity
Under the CCS (Conduct) Rules, 1964, government school administrators are strictly prohibited from accepting lavish hospitality, expensive gifts, or personal favors from commercial firms or entities having official business dealings with the institution. Accepting such hospitality compromises professional integrity, creates financial conflicts of interest, and directly violates civil service regulations.

80. (A) I and II only
During national or state level standardized examinations, administrators must maintain exam integrity by securing question papers, preventing invigilator misconduct, and eliminating unfair practices. Granting uncertified accommodations based on informal oral requests breaches examination rules and compromises fairness, making security enforcement and procedural compliance essential ethical duties for center superintendents.

81. (A) Issue a warning and take corrective measures prioritizing student well-being
When addressing verbal abuse by teaching staff, an ethical Principal must prioritize student emotional and psychological safety by issuing formal warnings and implementing corrective interventions. High academic pass rates or subject expertise do not excuse harmful classroom behavior, requiring school leaders to address misconduct firmly, enforce conduct codes, and safeguard student well-being.

82. (C) Selecting only personal favorites for prestigious international and national training programs repeatedly
Repeatedly selecting personal favorites for prestigious international or national training opportunities breaches ethical leadership and administrative fairness. Professional development opportunities must be distributed transparently and equitably based on objective professional criteria, identified instructional needs, and institutional requirements, rather than personal bias, nepotism, or subjective administrative preference across staff members.

83. (D) Shapiro and Stefkovich
Shapiro and Stefkovich formulated the Ethic of the Profession framework, placing "the best interest of the student" at the center of educational leadership decisions. This ethical model guides administrators to evaluate legal mandates, institutional codes, and community expectations through the primary lens of student moral growth, safety, learning, and well-being.

84. (A) Bidding is fair, open, transparent, and GFR-compliant without vendor bias
Procuring vendor goods or services through the Government e-Marketplace (GeM) requires administrators to ensure fair, open, competitive, and transparent bidding processes in strict compliance with General Financial Rules. Drafting restrictive specifications to favor specific firms or splitting financial orders violates public procurement rules and severely compromises administrative integrity across government institutions.

85. (B) Ethical leadership, accountability, and constructive mentorship
Taking direct responsibility for minor procedural errors committed by subordinate staff, correcting processes, and providing constructive mentorship demonstrates ethical leadership and accountability. Rather than shifting blame or covering up mistakes, an ethical administrator uses technical irregularities as opportunities for professional guidance, procedural compliance, and constructive overall organizational learning.

86. (C) Falsifying attendance or inventory records to gain higher accreditation
Falsifying student attendance, academic scores, or physical inventory registers during institutional quality evaluations and accreditation reviews constitutes a severe ethical breach. Ethical management demands complete truthfulness, accurate data presentation, and transparent reporting to reflect genuine institutional standards, foster self-improvement, and maintain public trust in overall institutional quality assessments.

87. (D) The Head of the School / Principal
Under the provisions of the Delhi School Education Act and Rules (DSEAR), 1973, the Head of School or Principal holds primary executive authority and responsibility for maintaining institutional discipline, ethical conduct, and academic standards. The Principal ensures statutory compliance, oversees staff conduct, and fosters a safe, structured, and orderly educational environment.

Click Here to Buy book on Amazon

refuse the request under third-party personal information exemptions. Disclosing personal private data of minor students to third parties without consent violates individual privacy rights protected under Section 8(1)(j) of the RTI Act, 2005.

53. (C) Awarding a catering contract to a spouse's firm without disclosing the relationship
A direct conflict of interest arises when a school administrator's personal, family, or financial relationships interfere with their official administrative duties. Awarding a official commercial contract, such as catering services, to a spouse's business firm without formal disclosure and recusal compromises objective procurement standards and violates public service ethics.

54. (A) Both A and R are true and R is the correct explanation of A
When a potential or actual conflict of interest arises, public administrators are ethically and legally obligated to formally disclose the personal interest and recuse themselves from decision-making processes. Recusal eliminates perceived bias, ensures procedural objectivity, protects institutional decision-making integrity, and maintains public trust in educational governance and procurement activities.

55. (D) Declare the conflict of interest, abstain from the process, and let an independent committee handle procurement
When a school procurement process involves a firm owned by an administrator's close family relative, the ethically compliant action is to declare the conflict of interest openly, abstain from procurement decisions, and transfer evaluation authority to an independent committee. This ensures transparent competitive bidding in compliance with General Financial Rules.

56. (B) A teacher running commercial coaching classes and charging fees from their own school students
A teacher running commercial private coaching classes and charging fees from their own school students creates an ethical conflict of interest and violates conduct rules. This practice creates financial pressure on students, risks coercive academic grading practices, compromises classroom instructional quality, and directly violates official civil service and educational code regulations.

57. (B) Protect good-faith reporters of corruption or illegal acts from retaliation and victimization
The primary objective of a Whistleblower Protection Mechanism in public administration is to protect individuals who report corruption, illegal activities, or severe administrative malpractices in good faith from retaliatory actions, victimization, or employment harassment. Safeguarding whistleblowers encourages internal accountability, deters financial misconduct, and upholds institutional integrity across administrative operations.

58. (D) Retaliatory administrative actions, groundless transfers, or victimization
Under the Whistle Blowers Protection Act, 2014, individuals making public interest disclosures regarding corruption or administrative wrongdoing are protected against retaliatory measures, punitive administrative transfers, unjustified disciplinary actions, and professional victimization. The statute ensures that good-faith reporting of illegal activities does not jeopardize an employee's career or safety.

59. (A) The clerk is protected from administrative threats and hostile work environments
When a subordinate employee acts as a whistleblower by reporting financial fraud to vigilance authorities, an ethical Principal must actively protect the employee from professional harassment, intimidation, or hostile workplace environments. Protecting whistleblowers reinforces organizational integrity, ensures procedural safety, and demonstrates leadership commitment to ethical standards and transparent financial governance.

60. (B) The Moral Person and The Moral Manager
Linda Treviño's ethical leadership framework defines an effective ethical leader as combining two essential, distinct dimensions: being a Moral Person and a Moral Manager. A Moral Person demonstrates individual integrity and values, while a Moral Manager proactively uses administrative mechanisms, rewards, and communication to foster ethical behavior across the organization.

61. (D) An ethically neutral leader
In Treviño's model, an administrator who possesses high personal moral character (Moral Person) but fails to communicate ethical standards, enforce compliance, or model explicit

MCQGPT

of immediate practical consequences or administrative convenience.

97. (B) Quality human relationships, empathy, and mutual responsibility in the community
Relational ethics emphasizes human interconnectedness, empathy, mutual care, and positive interpersonal relationships within an organization or community. In educational leadership, relational ethics encourages administrators to prioritize respectful communication, emotional supportive structures, active listening, and compassionate engagement, building trust and collaborative partnerships among students, teaching staff, and parents across all interactions.

98. (B) Grounded in documented observations, clear criteria, and fair assessment standards
Ethical evaluation of contract teachers requires performance assessments grounded in objective criteria, clear performance standards, and documented classroom observations. Evaluators must conduct evaluations fairly and transparently, avoiding subjective personal impressions, administrative favoritism, or coercive performance demands, ensuring equal opportunity and professional growth for all contract teaching staff.

99. (B) Knowingly giving false, incomplete, or misleading information to an applicant
Knowingly providing false, incomplete, misleading, or fabricated information to an applicant violates the Right to Information (RTI) Act, 2005. Under Section 20 of the Act, Public Information Officers who deliberately obstruct information or supply misleading data face statutory monetary penalties, departmental disciplinary proceedings, and severe formal administrative sanctions under law.

100. (A) High moral integrity and strict adherence to financial rules
Rejecting substandard goods, refusing bribes, blacklisting non-compliant vendors, and re-inviting open bids as per General Financial Rules demonstrates high moral integrity and adherence to financial rules. The Principal upholds statutory procurement regulations, protects public financial resources, ensures student technological access, and maintains absolute anti-corruption standards in public school administration.

101. (D) Implement transparent attendance tracking and follow objective procedures for unauthorized absence
Addressing teacher absenteeism effectively requires administrators to implement transparent, verifiable attendance tracking systems and enforce formal, objective procedures for unauthorized absence. An ethical Principal avoids informal cover-ups, arbitrary pay cuts without due process, or administrative neglect, ensuring accountability, classroom instructional continuity, and complete procedural fairness for all teaching staff.

102. (A) Both A and R are true and R is the correct explanation of A
Under CCS (Conduct) Rules, public administrators are prohibited from using their official position or authority to secure employment or commercial contracts for family members in private entities dealing with their organization. Nepotism undermines meritocracy, creates severe conflicts of interest, and breaches civil service ethics, making administrative recusal and transparency mandatory.

103. (D) Evaluating answer scripts objectively based on standardized marking schemes
Managing examination results ethically demands that answer scripts are evaluated objectively using standardized marking schemes and verified evaluation criteria. Artificially inflating scores, leaking model answers, or manipulating marks distorts academic achievement records, violates assessment integrity, and misleads educational stakeholders, making transparent evaluation essential for maintaining overall academic standards.

104. (B) Evacuate affected areas immediately and report to authorities for emergency repair
In the event of a catastrophic safety hazard, such as structural building instability, the primary ethical and administrative duty of the Principal is to evacuate affected areas immediately and report the hazard to technical authorities for emergency repairs. Suppressing defect reports endangers lives, breaching the school's fundamental duty of care.

105. (B) Securing the data, maintaining confidentiality, and using it solely for student welfare
Collecting student health data requires strict data protection, confidentiality maintenance, and

Downloaded from www.pdf.tube

restricted access solely for student healthcare and physical well-being initiatives. Selling medical records, posting private health conditions publicly, or sharing data with unauthorized external parties violates privacy rights, medical ethics, and statutory personal data protection mandates in schools.

106. (C) Using PTA funds for administrative personal entertainment
Using Parent-Teacher Association (PTA) funds for administrative personal entertainment constitutes an ethical breach and financial misappropriation. PTA funds represent trust money collected for student welfare, educational activities, and infrastructure improvement, requiring joint bank account management, formal committee approval, detailed expenditure vouchers, and regular financial audits by recognized administrative authorities.

107. (D) Serve public interest, uphold values, and support holistic student development
The primary purpose of administrative ethics in public educational institutions is to serve the public interest, uphold fundamental moral values, maintain integrity, and support holistic student development. Ethical leadership creates a safe, equitable, and transparent learning environment, ensuring that institutional operations align with democratic principles and professional conduct standards consistently.

108. (B) Neutral mediation, procedural fairness, and resolution based on policies
Managing staff conflict ethically requires an educational leader to provide neutral mediation, apply procedural fairness, and achieve resolution grounded in established institutional policies. An ethical Principal avoids taking biased sides based on personal relationships, public humiliation, or ignoring workplace disputes, ensuring that conflict resolution restores professional harmony and organizational trust.

109. (D) Segregating special needs children into isolated non-academic activities
Segregating children with special needs into isolated non-academic activities violates the fundamental ethical and legal principles of inclusive education. Ethical management mandates providing reasonable accommodations, assistive technology, adapted curriculum materials, and specialized teacher training to integrate special needs students fully into mainstream academic and co-curricular classroom environments consistently.

110. (A) I and II only
Respect for individual autonomy, student dignity, equity, and procedural fairness in resource distribution are core principles of ethical school leadership. Authoritarian control without transparency destroys administrative trust and organizational climate, making respect, dignity, equity, and procedural fairness the foundational elements for effective, ethical educational management across public institutions.

111. (B) Safeguard student safety immediately while documenting emergency justification
When statutory rules conflict with the immediate physical or moral well-being of a student, an administrator must prioritize child safety and protection immediately while documenting emergency justifications formally. Safeguarding student life and health represents an overriding moral duty, ensuring that administrative actions protect vulnerable children in emergency situations effectively.

112. (B) Minor Penalty
Under the Central Civil Services (Classification, Control and Appeal) Rules, 1965, "Censure" is classified as a minor penalty. It constitutes a formal written record of administrative reprimand issued to an employee following disciplinary proceedings, affecting official service records while remaining distinct from major penalties such as reduction in rank or dismissal.

MCQGPT

113. (A) Includes age-appropriate materials that promote critical thinking
An ethical Principal ensures that the school library contains age-appropriate, diverse learning materials that encourage critical thinking, intellectual curiosity, and balanced perspectives. Banning books based on personal ideology or restricting access arbitrarily restricts student academic growth and undermines the fundamental educational purpose of a public school library within educational institutions.

114. (A) Both A and R are true and R is the correct explanation of A
Maintaining strict confidentiality during POSH internal committee inquiries is legally mandatory under the Act and ethically essential. Disclosing

identity details of complainants, respondents, or witnesses during proceedings damages human dignity, exposes individuals to retaliation, and attracts statutory financial penalties under Section 16 of the POSH Act, 2013 in workplaces.

115. (C) Ethical leadership upholding professional anti-corruption standards
Investigating allegations of coerced private tuitions, issuing formal show-cause notices, and reporting findings to the Directorate demonstrates ethical leadership upholding professional anti-corruption standards. Principals must enforce conduct rules strictly to eliminate coercive fee collection, protect students from grade manipulation, and maintain integrity and equity in public education across schools.

116. (B) Diverting maintenance funds for office luxury while classrooms have leaking roofs
Diverting structural maintenance funds meant for student classrooms to furnish executive administrative offices with luxury items represents a clear ethical breach in infrastructure management. Facilities management requires prioritizing student safety, classroom repair, sanitation, and physical accessibility over administrative luxury, ensuring public funds directly support student learning environments consistently.

117. (B) Resources and opportunities are distributed fairly across all students without bias
Distributive justice in school management requires that educational resources, instructional materials, co-curricular opportunities, and administrative support are distributed fairly and equitably across all students without social, economic, or academic bias. Fairness in distribution guarantees that every student receives appropriate support to achieve their full academic potential within schools.

118. (B) It undermines educational values and devalues institutional qualifications
Tolerating academic dishonesty, such as exam cheating or plagiarism, undermines fundamental educational values, devalues institutional academic credentials, and damages institutional integrity. Ethical leadership requires enforcing zero tolerance for academic fraud, promoting academic integrity, and establishing fair assessment systems that reflect authentic student performance and learning achievements consistently.

119. (B) Obtain prior sanction or intimate the prescribed authority as per regulations
Under the Central Civil Services (Conduct) Rules, 1964, a government school Principal wishing to publish a book on pedagogical methods must obtain prior official sanction or intimate the prescribed administrative authority as required by regulations. Seeking approval ensures compliance with government publications policy while protecting administrative professional integrity across departments.

120. (B) Sensitize staff, use non-stereotypical resources, and notify textbook authorities
Addressing gender stereotyping in learning materials requires an ethical Principal to sensitize teaching staff, integrate non-stereotypical supplementary resources, and notify curriculum authorities for formal updates. Proactive gender-sensitization fosters inclusive classroom environments, challenges harmful societal biases, and ensures equal developmental opportunities for all students regardless of gender identities.

121. (A) As opportunities for learning, growth, and restorative intervention
In an ethical organizational climate, administrative errors made by staff or students are treated as valuable opportunities for reflective learning, constructive feedback, professional growth, and restorative intervention. Ethical leaders foster a supportive, non-punitive culture that encourages accountability and personal development while addressing underlying performance issues constructively across departments.

122. (B) Denying participation in activities based on socio-economic or caste background
Denying student participation in school activities based on socio-economic status, caste, religion, or background directly violates the ethical and legal principles of non-discrimination and equal opportunity. School leaders must guarantee that all co-curricular programs, academic choices, and facility usage remain completely open and accessible to all enrolled students continuously.

123. (B) Holds a position of trust to act solely in the best interest of the institution
Fiduciary responsibility in educational management means that a Principal holds a

Click Here to Buy book on Flipkart

position of public trust to manage institutional resources, funds, and facilities solely in the best interest of the institution and its students. Educational administrators must exercise utmost good faith, fiscal prudence, transparency, and legal compliance in managing public assets.

124. (B) Accurate, constructive, timely, clear, and focused on student development
Ethical communication with parents regarding student progress mandates that information provided is accurate, constructive, clear, timely, and focused on holistic student development. Communicating progress transparently enables collaborative home-school partnerships, identifies learning needs early, avoids misleading claims, and supports the overall academic and emotional growth of the student consistently.

125. (B) Admitting CWSN and providing reasonable accommodations as mandated by law
Managing admissions for children with special needs (CWSN) ethically requires schools to admit students without discrimination and provide reasonable accommodations, barrier-free infrastructure, and adaptive learning support as mandated by the RPwD Act, 2016. Refusing admission or demanding additional tuition fees directly violates statutory laws and inclusive educational values.

126. (B) I, II and IV only
Ethical teacher performance appraisals require evaluating performance using objective pre-communicated standards, providing continuous constructive feedback throughout the session, and documenting specific evidence for APAR ratings. Allowing personal dislike or subjective bias to influence adverse markings constitutes an administrative breach, violating procedural fairness and civil service appraisal norms consistently.

127. (B) Accepting non-certified, expired chemicals from an unregistered vendor without inspection
Accepting uncertified or expired laboratory chemicals from unregistered vendors without safety inspection creates severe safety hazards for students and violates procurement rules. Chemical procurement demands strict quality verification, adherence to safety standards, authorized vendor sourcing through GeM, and proper stock entry to protect student safety in science laboratories constantly.

MCQGPT

128. (B) Serving the growth and well-being of students, staff, and the community
Servant leadership in educational administration prioritizes serving the holistic growth, well-being, and empowerment of students, teaching staff, and the broader school community over personal authority or career ambitions. Servant leaders facilitate supportive learning environments, mentor colleagues, remove systemic barriers, and align organizational operations with ethical educational goals continuously.

129. (B) Ring-fencing the grant for computer lab development and maintaining accounts for audit
Managing external corporate grants for institutional facilities demands ring-fencing funds specifically for the approved computer laboratory project, maintaining transparent transaction vouchers, and undergoing regular formal financial audits. Misusing grants for office renovation or hiding receipts breaches financial ethics and contract terms governed by public accounting rules consistently.

130. (B) Student privacy rights and data security
Revoking administrative privileges, conducting a digital audit, and initiating formal disciplinary inquiry when IT staff access student accounts without authorization protects student privacy rights and cybersecurity standards. Educational leaders must enforce strict data protection protocols to prevent unauthorized access to sensitive student personal and academic data in digital platforms continuously.

131. (B) Exercise professional judgment within curriculum standards and ethical boundaries
Professional autonomy in educational environments respects teachers' professional judgment to employ innovative pedagogical methods, differentiate instruction, and evaluate students within established curriculum frameworks and ethical guidelines. Autonomy does not permit violating prescribed syllabi, neglecting duties, or charging private fees, ensuring responsible professional freedom in classroom practice continuously.

132. (B) Cancel the paper, investigate the breach, reschedule with a new paper, and penalize the source
When an internal examination paper is compromised prior to testing, an ethical Principal must cancel the examination, conduct an inquiry

into the leak source, reschedule with a new paper, and initiate disciplinary action. Ignoring leaks or awarding unearned full marks destroys academic integrity and breaches examination administration rules across institutions.

133. (B) Allocating inferior classrooms, textbooks, and teachers exclusively to weaker sections
Structural injustice occurs when organizational practices, resource allocations, or institutional policies systematically disadvantage specific groups of students. Allocating inferior classrooms, sub-standard learning materials, or less experienced teachers exclusively to weaker academic sections reinforces educational inequality, requiring ethical leaders to restructure policies for fair, balanced resource distribution across sections.

134. (B) Ethic of Care
Robert Starratt's ethical framework places the Ethic of Care at the core of creating a supportive, nurturing educational environment. The Ethic of Care emphasizes empathy, compassion, interpersonal connection, and mutual respect, guiding school leaders to prioritize human dignity and personal well-being in all administrative decisions and institutional policies continuously.

135. (B) CCS (Conduct) Rules on gifts and financial ethics
Accepting free personal international travel from corporate technology vendors bidding for school contracts directly violates Central Civil Services (Conduct) Rules regarding gifts, hospitality, and financial ethics. Educational administrators must maintain strict independence from commercial vendors to prevent corruption, financial conflicts of interest, and biased public procurement processes consistently.

136. (B) Updated, shared transparently with staff and students, and practiced in safety drills
Ethical disaster management requires school administrators to maintain updated emergency plans, communicate protocols transparently with staff and students, and conduct regular practical safety drills. Keeping disaster plans secret or relying reactively on external agencies endangers lives, making proactive preparation, clear communication, and ongoing drill execution essential safety duties continuously.

137. (B) Using official position to hire a relative scoring lower than qualified candidates
Nepotism in staff recruitment occurs when an administrator uses official position, power, or influence to hire or promote a relative or personal favorite over more qualified, merit-ranked candidates. Nepotism violates public recruitment ethics, compromises institutional quality, denies equal opportunity, and breaches statutory recruitment guidelines governing educational institutions consistently.

138. (B) Severe disciplinary action, recovery of funds, and criminal prosecution for fraud
Under the Delhi School Education Act and Rules (DSEAR), 1973, intentionally falsifying student attendance records to inflate government grant-in-aid claims constitutes serious fraud, financial embezzlement, and misconduct. Heads of school committing such acts face severe departmental disciplinary proceedings, recovery of embezzled public funds, suspension, and potential criminal prosecution under law.

139. (B) To guide professional decisions, protect public trust, and maintain integrity
The fundamental rationale behind establishing a Code of Conduct for educational administrators is to guide professional decision-making, safeguard public trust, and maintain institutional integrity. A clear conduct code provides objective ethical boundaries, prevents corruption, ensures procedural fairness, and aligns administrative practices with democratic values and educational goals consistently.

MCQGPT

140. (B) Upholding ethical principles and student safety despite external pressure or pushback
Moral courage in educational leadership describes an administrator's willingness to uphold ethical principles, statutory regulations, and student safety despite external political pressure, personal risk, or institutional pushback. Principals demonstrating moral courage refuse unethical demands, protect vulnerable stakeholders, and maintain administrative integrity, establishing a strong principled model for the school community.

141. (B) Proportional, fair, and focused on behavioral correction rather than harm
Handling student discipline ethically mandates that consequences are proportional, fair, and focused constructively on behavioral correction, restorative learning, and personal growth.

future administrative promotions and departmental advancement

31. The 'Climate' of a school is best defined as:
(A) The physical weather conditions and ambient temperature surrounding the school campus facilities
(B) Shared perceptions of the psychological, social, and administrative climate within the institution
(C) The statutory administrative rules and regulations prescribed for institutional education
(D) The historical architectural design and structural construction layout of the main school building

32. A Principal notices severe inter-departmental friction between the Science and Humanities faculties regarding the allocation of multi-media classroom slots. Instead of issuing an arbitrary order, the Principal brings both head teachers together to re-evaluate the scheduling criteria, successfully creating an equitable shared calendar that satisfies both departments. Which conflict resolution style did the Principal utilize?
(A) Avoiding approach
(B) Yielding approach
(C) Compromising approach
(D) Collaborating style

33. Under the provisions of the Right to Education (RTE) Act, 2009, what is the required proportion of parents/guardians in a School Management Committee (SMC)?
(A) At least 25%
(B) At least 50%
(C) At least 75%
(D) Exactly 100%

34. Who introduced the term 'Emotional Intelligence' in modern psychological literature, and who subsequently popularized it worldwide through landmark literature?
(A) Introduced by Daniel Goleman; popularized by Howard Gardner
(B) Introduced by Alfred Binet; popularized by Lewis Terman
(C) Introduced by Wayne Payne; popularized by Daniel Goleman
(D) Introduced by Robert Sternberg; popularized by Peter Salovey

35. Consider the following components of Emotional Intelligence as defined in Daniel Goleman's framework:
I. Self-Awareness
II. Self-Regulation
III. Technical Expertise
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

36. In Goleman's Emotional Intelligence model, 'Self-Awareness' refers specifically to:
(A) The administrative ability to strategically manage and alter the emotional responses of subordinate employees
(B) The specialized technical capacity required to prepare complex institutional administrative budgets without error
(C) The deliberate practice of maintaining complete silence during contentious administrative staff meetings
(D) Deep awareness of one's own emotions, strengths, weaknesses, drives, and their overall impact on others

37. A school Principal who remains calm during an aggressive confrontation with an angry parent, listens patiently without reacting impulsively, and responds constructively demonstrates high proficiency in which EI component?
(A) Cognitive Dissonance
(B) Self-Regulation
(C) Technical Aptitude
(D) Authoritarian Dominance

38. Within Daniel Goleman's framework, 'Motivation' as a dimension of Emotional Intelligence is characterized primarily by:
(A) A strong desire to achieve organizational tasks strictly driven by financial bonuses, public recognition, and formal awards
(B) An external bureaucratic pressure to comply rigidly with statutory administrative directives and institutional regulations
(C) A passion for work driven by internal vision and persistence to pursue meaningful goals beyond money or status
(D) An intense competitive impulse focused on continuously outperforming peer school principals across the local district

Downloaded from www.pdf.tube

150. (B) Building a trustworthy, safe, and high-performing educational environment for students Ethical leadership in school management serves as the vital foundation for creating a trustworthy, safe, equitable, and high-performing educational environment for all students. By upholding moral integrity, procedural fairness, financial accountability, and student-centered care, ethical school leaders foster positive organizational cultures that enable academic success and character development continuously.

****

MCQGPT

15. A school supervisor who anticipates potential instructional problems before they manifest and proactively organizes skill enrichment workshops for teachers is demonstrating:
(A) Corrective Supervision
(B) Preventive Supervision
(C) Laissez-faire Supervision
(D) Inspectional Supervision

16. In the context of academic supervision, 'Mentoring' is best defined as:
(A) A formal administrative disciplinary process used by school leadership to demote chronically underperforming classroom teachers
(B) A mandatory weekly surprise inspection protocol aimed primarily at identifying and penalizing procedural administrative shortcomings
(C) A standardized national examination system administered periodically to evaluate secondary teacher subject-matter content knowledge
(D) A supportive relational process where an experienced educator guides and facilitates the professional growth of a junior colleague

17. The Trait Theory of leadership assumes that:
(A) Leaders possess innate personal traits and qualities that inherently distinguish them from non-leaders
(B) Effective leaders are developed entirely through structured administrative training programs and instructional modifications
(C) Leadership success depends exclusively upon the psychological maturity level and readiness of organizational followers
(D) Leadership is an emergent contextual property arising from decentralized administrative communication networks

18. A newly appointed Principal in a school with low academic morale and high teacher burnout observes that staff members are competent but reluctant to take initiative due to past autocratic administration. According to the Hersey-Blanchard Situational Leadership Theory, which leadership style should the Principal adopt for followers who are 'Competent but Unwilling/ Apprehensive' (M3 maturity level)?
(A) Telling / Directing Style (High Task, Low Relationship Focus)
(B) Selling / Coaching Style (High Task, High Relationship Focus)
(C) Participating / Supporting Style (Low Task, High Relationship Focus)
(D) Delegating Leadership Style (Low Task, Low Relationship Focus)

19. According to Fred Fiedler's Contingency Model, leadership effectiveness depends upon the interaction between leadership style and organizational favorableness. The three situational dimensions identified by Fiedler are:
(A) Leader-Member Relations, Task Structure, and Position Power
(B) Span of Control, Financial Budget, and Pupil-Teacher Ratio
(C) Emotional Stability, Academic Qualification, and Teaching Experience
(D) Institutional Vision, Decision Matrix, and Staff Cohesion

20. Consider the following leadership characteristics:
I. Focuses on exchanges and contingent rewards for compliance.
II. Inspires followers by creating an appealing vision and intellectual stimulation.
III. Focuses on maintaining existing organizational routines and standardized operational rules.
IV. Transforms follower values and aligns personal goals with institutional vision.
Which of the following correctly pairs Transactional Leadership (T) and Transformational Leadership (TR)?
(A) Transactional: I & III; Transformational: II & IV
(B) Transactional: II & IV; Transformational: I & III
(C) Transactional: I & II; Transformational: III & IV
(D) Transactional: III & IV; Transformational: I & II

21. Which leadership model emphasizes distributing leadership functions across multiple individuals at various levels of the school hierarchy rather than restricting leadership to a single heroic figure?
(A) Autocratic Leadership
(B) Distributed Leadership
(C) Bureaucratic Leadership
(D) Trait-Based Leadership

22. In Instructional Leadership, the primary operational focus of the school Principal is directly centered on:

Click Here to Buy book on Amazon

supervisor or manager

8. Consider the following statements regarding 'Delegation of Authority' in school management:
I. Delegation involves the transfer of ultimate accountability from the Principal to the Vice-Principal.
II. Delegation grants specific operational authority to subordinates while the manager retains overarching responsibility.
III. Delegation enhances organizational efficiency and promotes staff capability development.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

9. When constructing a master school time-table, which pedagogical principle dictates the placement of heavy academic subjects like Mathematics and Science?
(A) Principle of maximum fatigue, scheduling them towards the final periods of the school day
(B) Principle of fresh mind, placing them during early morning instructional periods
(C) Principle of administrative convenience, assigning them during temporary substitution periods
(D) Principle of leisure, placing them immediately following the afternoon lunch break

10. Total Quality Management (TQM) in education, as adapted from W. Edwards Deming's philosophy, emphasizes:
(A) Conducting rigorous terminal examinations as the primary determinant of institutional success
(B) Continuous quality improvement, stakeholder satisfaction, and total employee participation
(C) Enforcing strict administrative penalties for teachers failing to complete prescribed syllabi
(D) Maximizing institutional revenue through mandatory public-private commercial partnerships

11. In a SWOT analysis conducted by a school leadership team, an increase in surrounding residential infrastructure bringing more eligible school-age children would be classified as an:
(A) External Opportunity
(B) Internal Strength
(C) Internal Weakness
(D) External Threat

12. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): School cumulative record cards must be updated regularly by class teachers to provide a continuous, comprehensive history of student progress.
Reason (R): Maintenance of statutory school records is a crucial managerial function that ensures systematic documentation, administrative accountability, and evidence-based decision-making.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. Which of the following fundamentally distinguishes educational 'Supervision' from traditional educational 'Inspection'?
(A) Supervision focuses strictly on administrative policing and fault-finding, whereas inspection provides supportive developmental guidance.
(B) Inspection is carried out exclusively by internal peer groups, whereas supervision is conducted solely by external statutory auditors.
(C) Supervision applies exclusively to non-teaching administrative staff, while inspection applies directly to classroom student performance.
(D) Supervision is a democratic, supportive, growth-oriented process, whereas inspection is authoritative, evaluative, and compliance-driven.

14. Which type of educational supervision focuses primarily on diagnosing teaching-learning difficulties in the classroom through collaborative observation, post-observation conferences, and targeted feedback?
(A) Corrective Supervision
(B) Autocratic Supervision
(C) Clinical Supervision
(D) Preventive Supervision

MCQGPT

Disciplinary measures must avoid physical injury, psychological harm, or public humiliation, ensuring that discipline respects student dignity while maintaining a safe, structured learning environment across all grade levels.

142. (B) Providing authorized information while protecting student privacy and confidentiality
Managing communication with media outlets requires school administrators to provide accurate, authorized information while rigorously safeguarding student privacy, confidentiality, and data protection rights. Speculating on ongoing inquiries or disclosing student identities breaches privacy laws, making structured, professional media interaction essential for preserving institutional trust and child safety continuously.

143. (B) Accepting sub-standard meals while signing full quality compliance certificates
Accepting sub-standard food meals from vendors while signing full quality compliance certificates constitutes severe financial fraud and breaches student welfare ethics in mid-day meal administration. Administrators must inspect meal hygiene, taste, and quality daily before serving, maintaining complete stock registers to ensure student nutrition, safety, and health continuously.

144. (B) Providing inclusive support and an encouraging environment free from social bias
An ethical Principal supports first-generation school learners by providing inclusive learning environments, targeted academic scaffolding, and positive encouragement free from social bias or deficit thinking. Supporting first-generation learners ensures equal educational opportunity, addresses learning gaps constructively, and promotes social mobility without charging unauthorized fees or imposing discriminatory tracks.

145. (B) Ethical fortitude, safety commitment, and protection of public funds
Halting sub-standard construction, rejecting inferior building materials, documenting defects with photographic evidence, and notifying PWD engineers demonstrates ethical fortitude, commitment to student safety, and protection of public funds. The Principal fulfills fiduciary duties by enforcing contract quality standards and refusing to compromise campus safety under external vendor or political pressures continuously.

146. (A) Ethic of Critique
The Ethic of Critique in educational leadership framework focuses on examining power dynamics, systemic inequalities, structural biases, and unexamined institutional practices within educational systems. By applying the Ethic of Critique, educational leaders challenge oppressive policies, analyze resource allocation disparities, and redesign administrative frameworks to foster genuine social justice and equity continuously.

147. (B) Prescribed subsistence allowance, subject to non-engagement in private employment
Under CCS (CCA) Rules, 1965, a government servant placed under suspension pending disciplinary inquiries is entitled to receive a prescribed subsistence allowance, subject to submitting a formal declaration of non-engagement in private employment or trade. Suspended employees do not draw regular full salary but receive subsistence payments to meet basic living needs.

148. (A) Reviewing student learning data collaboratively and engaging in reflective pedagogy
Fostering an ethical culture of accountability among teaching staff involves reviewing student learning performance data collaboratively, engaging in reflective instructional practice, and identifying supportive pedagogical interventions. Accountability flourishes in supportive professional environments that focus on continuous learning, evidence-based instructional improvement, shared responsibility, and professional trust rather than punitive measures.

149. (B) Utilized for sanitation facilities and health products as intended by the scheme
Managing special grant funds earmarked for girl students' health and hygiene requires administrators to utilize allocated money strictly for sanitation infrastructure, functioning incinerators, and health products as specified by scheme guidelines. Diverting designated welfare funds for office renovation or returning them unspent breaches fiscal ethics and compromises student health continuously.

Downloaded from www.pdf.tube

(A) Purchasing institutional classroom furniture, physical building facilities, and campus infrastructure
(B) Overseeing legal disputes and municipal regulatory compliance matters involving school land records
(C) Guiding classroom instruction, curriculum alignment, and teacher growth to improve learning outcomes
(D) Planning and supervising non-academic community outreach programs and local public relations projects

23. In Abraham Maslow's Hierarchy of Needs theory, which need level must be satisfied immediately after basic physiological and safety needs are met?
(A) Self-Actualization and Growth Needs
(B) Esteem and Status Needs
(C) Cognitive and Knowledge Needs
(D) Social and Belongingness Needs

24. According to Frederick Herzberg's Two-Factor Theory, which of the following factors, if present in the workplace, leads to job satisfaction and high motivation?
(A) Achievement and recognition
(B) Working conditions
(C) Interpersonal relations with peers
(D) Salary and basic job security

25. Douglas McGregor's 'Theory X' assumes that workers inherently:
(A) Are intrinsically self-motivated, creative, and actively seek administrative responsibility
(B) Dislike work, avoid responsibility, and require strict direction, control, and coercion
(C) Possess high emotional intelligence, professional dedication, and strong intrinsic drive
(D) Perform best when provided with complete organizational autonomy and flexible supervision

26. Victor Vroom's Expectancy Theory of motivation asserts that Motivation is a function of three key variables. What are these three variables?
(A) Individual Effort, Performance, and Compensation
(B) Expectancy, Instrumentality, and Valence
(C) Energy, Synergy, and Autonomy
(D) Emotion, Intellect, and Value

27. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): In effective administrative communication, horizontal communication among teachers of different departments is vital for interdisciplinary collaboration.
Reason (R): Horizontal communication flows exclusively from superior administrative officers down to subordinate classroom teachers.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. In Thomas-Kilmann's Conflict Mode Instrument, an administrative approach characterized by high assertiveness and low cooperativeness, where a leader satisfies their own concerns at the expense of others, is known as:
(A) Accommodating Style
(B) Avoiding Style
(C) Competing / Forcing
(D) Collaborating Style

29. Kurt Lewin's classic model of Organizational Change Management comprises which three sequential stages?
(A) Comprehensive Planning, Program Executing, and Final Evaluating
(B) Institutional Diagnosing, Policy Implementing, and Staff Punishing
(C) Project Initiating, Operational Stabilizing, and Formal Terminating
(D) Unfreezing existing mindsets, Changing (Moving), and Refreezing

MCQGPT

30. Under standard teacher appraisal and staff development frameworks, formative appraisal is primarily designed to:
(A) Decide immediate administrative termination of underperforming teaching staff members without notice
(B) Award annual financial bonuses exclusively to high-performing senior administrative department heads
(C) Identify ongoing professional development needs and foster continuous pedagogical improvement
(D) Determine official seniority rankings for

CHAPTER 18
Emotional Intelligence

1. Which classical administrative thinker coined the acronym POSDCORB to summarize the core functional duties of an organizational executive?
(A) Luther Gulick
(B) Henri Fayol
(C) Max Weber
(D) Frederick Winslow Taylor

2. In the context of educational management, which of the following best differentiates 'management' from 'administration'?
(A) Management is strictly concerned with policy formulation, whereas administration deals with policy execution.
(B) Management applies only to government schools, whereas administration applies exclusively to private institutions.
(C) Administration is primarily determinative and broad policy-oriented, whereas management is essentially executive and operational.
(D) Administration is restricted to financial accounting, while management encompasses classroom pedagogy.

3. The process of Institutional Planning in a school is primarily characterized by which of the following operational approaches?
(A) Bottom-up planning based on the identified needs, resources, and contextual requirements of the specific school
(B) Top-down target allocation imposed strictly by the Ministry of Education
(C) Exclusive reliance on external financial auditing firms to dictate annual academic targets
(D) Ad-hoc decision-making based on daily administrative emergencies without long-term goals

4. Which element of Luther Gulick's POSDCORB framework specifically involves establishing formal structures of authority through which work subdivisions are arranged, defined, and coordinated?
(A) Planning
(B) Directing
(C) Coordinating
(D) Organizing

5. A Principal of a school notices that despite having adequate infrastructure, the school consistently fails to achieve optimal learning outcomes due to poorly synchronized academic schedules and uncoordinated department meetings. To remedy this through effective administrative practice, the Principal decides to implement a comprehensive Institutional Plan. Which of the following should be the immediate first step in developing this plan?
(A) Allocating financial grants to subject departments for purchasing stationary
(B) Conducting a situational analysis to survey existing resources, needs, and institutional gaps
(C) Submitting a final progress report to the District Education Office
(D) Formulating disciplinary rules for non-attending students

6. Herbert Simon's Model of Decision-Making asserts that human managers rarely achieve perfectly rational decisions. Instead, they make decisions based on:
(A) Absolute rationality
(B) Pure intuition and chance
(C) Bounded rationality and satisficing
(D) Unconstrained optimization

7. In an organizational structure, 'span of control' refers directly to:
(A) The physical distance maintained between the central administrative office and individual classrooms
(B) The maximum proportion of time an individual teacher is assigned to perform non-teaching operational duties
(C) The total administrative hierarchy extending continuously from the central Secretariat down to the school level
(D) The specific number of subordinates who report directly to a single administrative

Click Here to Buy book on Flipkart

39. 'Empathy', a vital component of Emotional Intelligence, is best described in an educational leadership context as:
(A) Expressing superficial sympathy and feeling deep pity for underperforming classroom teachers during administrative reviews
(B) Unconditionally agreeing with every policy demand presented by local community members, parents, and student bodies
(C) Bypassing established institutional policies and operational guidelines specifically to please administrative staff
(D) Understanding the emotional makeup of others and treating them appropriately based on their emotional reactions

40. In Goleman's model, the cluster of capabilities encompassing influence, communication, conflict management, leadership, and building bonds is collectively categorized under:
(A) Social Skills
(B) Self-Awareness
(C) Self-Regulation
(D) Spatial Ability

41. Which of the following statements accurately highlights a fundamental distinction between Intelligence Quotient (IQ) and Emotional Intelligence (EQ)?
(A) IQ measures dynamic emotional resilience and interpersonal agility, whereas EQ strictly evaluates cognitive mathematical problem-solving capability.
(B) IQ is cognitive and stays relatively stable post-adolescence, while EQ encompasses social-emotional skills developed throughout life.
(C) High IQ guarantees successful educational leadership outcomes, whereas high EQ is largely irrelevant in professional organizational management.
(D) EQ is genetically fixed at birth and unchangeable, whereas IQ fluctuates significantly on a daily basis depending on environmental factors.

42. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): High Emotional Intelligence in a school Principal is strongly correlated with effective school transformation and positive climate.
Reason (R): Emotionally intelligent leaders build strong relationships, manage organizational stress constructively, and inspire trust across the school community.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. When a Principal applies Emotional Intelligence during conflict management among teaching staff, the Principal's primary operational goal is to:
(A) Understand underlying emotional drivers and perspectives to achieve a constructive, mutually respectful solution
(B) Immediately suppress all open staff disagreement through official show-cause administrative notices and disciplinary warnings
(C) Consistently side with the senior-most teaching faculty member during departmental disputes regardless of actual merit
(D) Escalate internal staff grievances directly to external law enforcement and statutory judicial agencies immediately

44. Which of the following is an effective EI-based stress management strategy for a school leader experiencing high cognitive overload during annual admission cycles?
(A) Repressing personal emotions completely while working continuous double shifts without taking adequate physical rest
(B) Directing accumulated work frustration and cognitive stress directly toward subordinate administrative office staff
(C) Delegating tasks appropriately while maintaining emotional self-awareness and practicing cognitive reframing
(D) Temporarily halting all routine institutional operations until personal administrative stress levels naturally subside

45. In team building within an educational institution, an emotionally intelligent leader fosters high team cohesion primarily by:
(A) Fostering intense personal competition among faculty members for administrative favors, promotions, and privileges
(B) Enforcing strict departmental isolation and

Downloaded from www.pdf.tube

effort will lead directly to high performance
(B) The formal degree of administrative authority delegated to an employee by a supervisor
(C) The technical complexity and task difficulty of the job assigned to an individual
(D) The strength of an individual's preference for a specific outcome or reward

113. The administrative concept of 'POSDCORB' includes 'R' which stands for:
(A) Reporting
(B) Rationalizing
(C) Restructuring
(D) Reorganizing

114. In school SWOT analysis, which of the following is categorized as an 'Internal Strength'?
(A) Availability of national government grants for digital infrastructure
(B) Construction of a new highway leading to the school
(C) Highly qualified, dedicated, and collaborative teaching faculty
(D) Favorable demographic population trends in the district

115. Clinical supervision was originally conceptualized by Morris Cogan and Robert Goldhammer primarily to:
(A) Improve classroom teaching through direct observation and collaborative analysis
(B) Inspect school physical infrastructure, sanitation, and hygiene facilities thoroughly
(C) Audit government financial grants and verify departmental expenditure statements
(D) Administer standardized psychological personality assessment tests to students

116. Emotional Intelligence is considered critical in effective school leadership because school organizations are essentially:
(A) Automated mechanical organizations requiring standard physical supervision protocols
(B) Financial investment portfolios focused exclusively on institutional monetary return
(C) Bureaucratic posting hubs operating with minimal personal interpersonal interaction
(D) Relational human systems requiring interpersonal influence and collaboration

117. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): A Principal with high Emotional Intelligence is better equipped to implement difficult organizational changes successfully in a school.
Reason (R): Emotionally intelligent leaders can gauge staff anxiety, communicate transparently, manage emotional resistance, and build consensus effectively.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

118. Which of the following is an example of 'Preventive Supervision'?
(A) Issuing formal administrative penalties to a teacher after a classroom discipline issue occurs
(B) Writing an adverse performance entry in a teacher's service book during annual evaluation
(C) Conducting preventive classroom management workshops prior to the academic session
(D) Demoting an underperforming department head to a lower administrative pay grade

119. In Daniel Goleman's model, 'Optimism' as an emotional competency is defined as:
(A) A naive cognitive belief that no operational problems exist in the institution
(B) Ignoring structural financial deficits and budget shortfalls in school accounts
(C) Overpromising academic results to community members during public meetings
(D) Maintaining persistence in pursuing goals despite obstacles and setbacks

120. Which leadership theory asserts that the effective leader's primary role is to help followers define their goals and clarify the path to achieving those goals by removing obstacles?
(A) Path-Goal Theory (House)
(B) Great Man Theory
(C) Trait Theory
(D) Classical Scientific Theory

MCQGPT

STUDYING FROM PDFs?

THINK AGAIN.

If you are studying only from PDFs,
you are wasting valuable time.

Research shows that learning from
PRINTED BOOKS has up to
4× HIGHER RETENTION
than studying from screens.

PRINT BOOK = BETTER MEMORY

PDF = LOWER RETENTION

Those who study from **PRINTED BOOKS**
move **AHEAD.**

Others are left **BEHIND**
in competition.

In competitive exams,
being average is not enough.

STAY ONE STEP AHEAD.

(B) Budgeting
(C) Reporting
(D) Staffing

53. An organizational structure characterized by narrow span of control, multiple hierarchical tiers, and rigid vertical communication channels is defined as a:
(A) Flat structure
(B) Tall structure
(C) Matrix structure
(D) Network structure

54. In total quality management, W. Edwards Deming's 'PDCA' cycle stands for:
(A) Predict, Design, Control, Analyze
(B) Prepare, Develop, Coordinate, Assess
(C) Plan, Do, Check, Act
(D) Process, Direct, Calculate, Align

55. In school records management, which register serves as the permanent legal record of every pupil admitted to the institution, containing details such as date of birth, admission number, and parentage?
(A) Daily Student Attendance and Punctuality Register
(B) Institutional General Asset and Stock Register
(C) Financial Contingency and Expenditure Register
(D) General Admission and Pupil Withdrawal Register

56. Democratic supervision in education is characterized by:
(A) Collaborative decision-making, mutual respect, and professional freedom for classroom teachers
(B) Strict administrative enforcement of official orders without incorporating teacher feedback or input
(C) Total administrative indifference by the head of school regarding academic and instructional standards
(D) Conducting frequent unannounced penal inspection visits by district level educational inspecting officers

57. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Creative supervision encourages teachers to experiment with novel pedagogical methods and adapt curricula to diverse learner needs.
Reason (R): Creative supervision focuses exclusively on penalizing deviation from standard textbook scripts to maintain uniform teaching routines.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

58. In Blake and Mouton's Managerial Grid, a school leader who displays high concern for production (task) and high concern for people is classified under which leadership style?
(A) Impoverished Management (1,1)
(B) Team Management (9,9)
(C) Authority-Compliance Management (9,1)
(D) Country Club Management (1,9)

59. Which of the following is a primary characteristic of Transactional Leadership in educational administration?
(A) Utilizing contingent rewards, praise, and sanctions based on performance compliance
(B) Inspiring teachers through a compelling shared vision of long-term educational change
(C) Decentralizing authority completely to elected student council administrative bodies
(D) Prioritizing personal leader charisma over established organizational operational rules

60. According to Herzberg's motivation-hygiene theory, which of the following is considered a 'Hygiene Factor' (dissatisfier) rather than a true Motivator?
(A) Sense of personal achievement and professional recognition in key assigned projects
(B) Opportunities for continuous career advancement and specialized skill development
(C) Institutional working conditions and formal administrative workplace policies
(D) Level of direct responsibility and autonomy assigned in daily work projects

61. In dynamic organizational communication, 'grapevine communication' refers to:

Click Here to Buy book on Amazon

preventing cross-disciplinary communication among teaching staff
(C) Evaluating individual staff contributions solely through quantitative student standardized examination pass percentages
(D) Establishing psychological safety, active listening, mutual trust, and genuine value appreciation among staff

46. Which standardized psychological assessment instrument, developed by Mayer, Salovey, and Caruso, measures Emotional Intelligence as an ability using objective, performance-based tasks?
(A) EQ-i (Bar-On Emotional Quotient Inventory)
(B) ESCI (Emotional and Social Competence Inventory)
(C) MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test)
(D) Myers-Briggs Type Indicator (MBTI)

47. The Emotional Quotient Inventory (EQ-i), developed by Reuven Bar-On, measures emotional and social functioning based on which assessment format?
(A) Direct classroom observation by an external inspector
(B) Single-source self-report questionnaire evaluating competency items on a Likert scale
(C) Timed mathematical problem-solving test
(D) Projective inkblot interpretation

48. During a PTA meeting, a parent verbally attacks a teacher for a child's declining grades. The teacher becomes defensive and raised voices ensue. The Principal steps in using high Emotional Intelligence. Which administrative intervention best reflects EI in managing parent-teacher-school relationships?
(A) Immediately ordering the escalating parent to leave the school campus grounds under mandatory security guard escort
(B) Summary suspending the classroom teacher on the spot without formal inquiry purely to appease the aggressive parent
(C) Maintaining complete personal silence while physically exiting the conference room to avoid administrative involvement
(D) De-escalating emotional tension, validating concerns, and arranging a structured collaborative follow-up conference

49. Which practical strategy is most effective for a school leader seeking to cultivate personal Emotional Intelligence over time?
(A) Engaging in structured reflective practice, self-monitoring, and seeking 360-degree feedback
(B) Consistently refusing to solicit constructive feedback from professional peers and subordinate staff members
(C) Relying exclusively on rigid administrative regulations and formal bureaucratic protocols for all decisions
(D) Actively avoiding all personal and social interactions with teaching and administrative school staff

MCQGPT

50. Consider the following administrative functions:
I. Setting academic goals and allocating annual budgets.
II. Recognizing emotional burnout in teachers during board examinations.
III. Mediating interpersonal clashes between staff members empathetically.
IV. Enforcing statutory attendance requirements under service rules.
Which of the following correctly pairs Technical/Administrative Management (TAM) and Emotional Intelligence Application (EIA)?
(A) TAM: I & IV; EIA: II & III
(B) TAM: II & III; EIA: I & IV
(C) TAM: I & II; EIA: III & IV
(D) TAM: III & IV; EIA: I & II

51. The primary purpose of introducing institutional planning in school administration, as recommended by the Education Commission (1964–66), was to:
(A) Mobilize local school resources and empower staff to improve overall institutional quality
(B) Completely eliminate the legal supervisory authority of state education administrative departments
(C) Centralize all operational decision-making processes strictly at the national governmental level
(D) Replace formal educational assessment systems entirely with non-formal instructional frameworks

52. Which management function within POSDCORB involves continuous training, recruiting, and maintaining favorable work conditions for school personnel?
(A) Planning

well-being across all teaching departments
(D) Designing and implementing innovative interdisciplinary curriculum modules

70. In the Hersey-Blanchard Situational Leadership model, follower maturity is evaluated based on which two dimensions?
(A) Chronological Age, Professional Credentials, and Highest Academic Qualification
(B) Total Years of Teaching Experience and Annual Salary Bracket
(C) Ability (Job Readiness) and Willingness (Psychological Readiness)
(D) Emotional Intelligence Quotient and Spoken Verbal Fluency

71. According to Vroom's Expectancy Theory, 'Instrumentality' represents the belief that:
(A) Increased individual effort will directly result in successful performance
(B) The specific reward received is highly valued by the individual worker
(C) Punitive administrative action is inevitable regardless of actual effort
(D) Successful performance will be appropriately rewarded with an outcome

72. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): High Emotional Intelligence in classroom teachers enhances student academic achievement and reduces classroom behavioral disruptions.
Reason (R): Emotionally intelligent teachers foster emotionally supportive learning environments, demonstrate high empathy, and regulate classroom dynamics effectively.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

73. Which of the following strategies is considered an effective practice for building EI-driven professional learning communities (PLCs) in schools?
(A) Mandating individual teacher performance rankings published prominently on public notice boards
(B) Promoting collaborative inquiry, peer coaching, empathetic feedback, and shared leadership
(C) Prohibiting all informal dialogue among teaching staff during official school working hours
(D) Enforcing standardized classroom scripts rigidly without allowance for individual adaptation

74. Which administrative tool is primarily used for monitoring physical assets, equipment, and laboratory stock in a school?
(A) Service Book
(B) Stock Register
(C) Visitor's Book
(D) Cumulative Record Card

75. In the context of school management, the term 'Delegation' does NOT mean:
(A) Abdicating overall administrative accountability by the head of institution
(B) Systematically assigning specific operational tasks to qualified subordinates
(C) Granting necessary formal authority required to execute assigned administrative tasks
(D) Developing administrative and managerial capabilities among middle management staff

76. The 'Pacesetting' leadership style in Goleman's framework is most effective when:
(A) Employees are unmotivated and require continuous direct administrative supervision
(B) Facilitating long-term employee professional growth is the primary organizational objective
(C) Teams are competent, self-motivated, and focused on rapid high-quality results
(D) Comprehensive structural and organizational restructuring is actively being initiated

77. In educational management, 'Systemic Planning' emphasizes:
(A) Conceptualizing the school as an isolated unit functioning independently of external social forces
(B) Directing administrative focus exclusively toward physical plant construction and facility upkeep
(C) Restricting operational planning strictly to routine daily financial accounting and bookkeeping
(D) Viewing the school as an interconnected system of inputs, processes, outputs, and

Downloaded from www.pdf.tube

(A) Formal written policy circulars and official memoranda issued by the Principal's office
(B) Direct statutory administrative directives issued by the regional Directorate of Education
(C) Standardized parent-teacher correspondence handbooks and official student assignment books
(D) Informal, unofficial communication channels and social rumor networks within the staff

62. A school Principal notices that during faculty meetings, a small clique of senior teachers dominates discussions while junior teachers remain silent due to fear of ridicule. To address this, the Principal restructured meetings into small inter-disciplinary working groups with rotating facilitators. Which leadership capacity did the Principal primarily demonstrate?
(A) Formal administrative coercion and strict disciplinary enforcement
(B) Financial prudence, fiscal auditing, and institutional budget control
(C) Social awareness and school climate management
(D) Curriculum auditing, assessment evaluation, and quality control

63. In educational administration, community participation in schools is structurally embedded through which body?
(A) Institutional Staff Council Board
(B) School Management Committee (SMC)
(C) Academic Advisory Council Board
(D) District Education Advisory Board

64. In Daniel Goleman's leadership style taxonomy based on Emotional Intelligence, which style demands immediate compliance and works best in genuine emergency situations?
(A) Authoritative / Visionary Style
(B) Affiliative Style
(C) Coaching Style
(D) Coercive / Command Style

65. Consider the following statements regarding 'Self-Regulation' in Emotional Intelligence:
I. It involves the ability to control or redirect disruptive impulses and moods.
II. It includes the propensity to suspend judgment and think before acting.
III. It means total suppression of all emotional expressions in personal life.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

66. An emotionally intelligent principal who possesses high 'Social Awareness' excels in:
(A) Calculating compound interest rates and preparing monthly ledger balances for school financial accounts
(B) Memorizing civil service leave rules and regulations without actively applying them in school operations
(C) Sensing others' emotions, understanding perspectives, and taking active interest in their concerns
(D) Memorizing historical timelines and policy launch dates of national educational commissions

MCQGPT

67. The Emotional and Social Competence Inventory (ESCI), co-developed by Daniel Goleman and Richard Boyatzis, relies on which feedback mechanism?
(A) 360-degree feedback collected from self, peers, direct reports, and supervisors
(B) Single-source self-report questionnaire evaluating competency items on a Likert scale
(C) Standardized timed paper-and-pencil cognitive intelligence test battery
(D) Mandatory annual physical fitness and health endurance diagnostic evaluation

68. Which of the following is an example of an internal threat identified during a school's SWOT analysis?
(A) Rapidly changing digital technology adoption demands across national school boards
(B) Opening of a competing high-capacity private international school nearby
(C) New government infrastructure grants announced for comprehensive library enrichment
(D) High staff turnover and low morale among core academic subject teachers

69. Corrective supervision in school administration primarily focuses on:
(A) Proactively guiding classroom teachers through creative pedagogical experimentation
(B) Identifying errors and deviations from prescribed rules to rectify them
(C) Systematically fostering long-term emotional

(D) Acquittance Roll

87. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Time-table construction in a school must balance heavy academic subjects with light activity periods across the school week.
Reason (R): Continuous mental exertion without scheduled cognitive relief leads to psychological fatigue and reduced learning efficiency among students.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

88. Which leadership style in Goleman's model focuses on developing people for the future by helping employees identify unique strengths and weaknesses?
(A) Coaching Style
(B) Affiliative Style
(C) Democratic Style
(D) Pacesetting Style

89. Total Quality Management (TQM) in schools requires a shift from traditional quality control (inspection at the end) to:
(A) Relying solely on final student examination filtering mechanism systems
(B) Continuous process quality assurance and preventive instructional intervention
(C) Implementing standardized punitive measures for chronically underperforming pupils
(D) Relying completely on continuous quantitative standardized testing protocols

90. Which theory of leadership postulates that effective leadership depends on matching a leader's fixed leadership style (Task-oriented or Relationship-oriented) to the favorableness of the situation?
(A) Transformational Leadership Theory
(B) Fiedler's Contingency Theory
(C) Trait-Based Leadership Theory
(D) Servant Leadership Theory

91. In Maslow's Need Hierarchy, the realization of one's full potential, self-fulfillment, and personal growth corresponds to:
(A) Self-Actualization Needs
(B) Social and Belongingness Needs
(C) Esteem and Status Needs
(D) Safety and Security Needs

92. During the implementation of a new ICT integration initiative in a school, several senior teachers show intense anxiety and resistance to using digital smartboards. An emotionally intelligent Principal would respond by:
(A) Issuing immediate warning letters threatening salary withholding and formal disciplinary action for non-compliance
(B) Cancelling the ICT smartboard initiative completely across the school to prevent internal organizational conflict
(C) Acknowledging anxieties, providing hands-on training, and pairing them with tech-savvy peer mentors
(D) Publicly reprimanding and shaming resistant senior teachers during the morning school assembly session

93. In dynamic communication networks, a 'Wheel Network' is characterized by:
(A) Equal communication among all team members in an open circular arrangement
(B) Unrestricted, open communication flowing freely across all institutional levels
(C) A rigid linear chain from top to bottom operating without horizontal feedback
(D) A central leader through whom all organizational communications must pass

94. The term 'Synergy' in educational management refers to:
(A) Friction and conflict generated during severe departmental operational disagreements
(B) Overall financial net profit generated annually by private educational institutions
(C) Combined team output being greater than the sum of individual staff efforts
(D) Physical energy and effort expended by classroom teachers on a daily basis

95. Consider the following components of the Bar-On model of Emotional-Social Intelligence (ESI):
I. Intrapersonal skills
II. Interpersonal skills
III. Technical algorithmic computation
Which of the statements given above are correct?

Click Here to Buy book on Flipkart

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

96. In school records, the official service history, leave records, verification of service, and pay scale records of a permanent school employee are maintained in the:
(A) Cumulative Record Card
(B) Contingency Register
(C) Log Book
(D) Service Book

97. Which type of supervision is designed to help new or inexperienced teachers build foundational teaching competencies through non-threatening, collaborative support?
(A) Academic Mentoring / Developmental Supervision
(B) Corrective and Remedial Administrative Supervision
(C) Autocratic and Authoritative Inspection Framework
(D) Punitive and Disciplinary Institutional Supervision

98. A school leader demonstrating high 'Achievement Orientation' within Goleman's EI framework constantly strives to:
(A) Impose strict administrative penalties on non-conforming departmental subordinates
(B) Win political administrative elections within local teacher union organizations
(C) Meet standards of excellence and continuously seek performance improvements
(D) Avoid taking any administrative operational risks or innovative institutional steps

99. Under the Right to Education Act 2009, the School Management Committee (SMC) is legally required to prepare which of the following planning documents?
(A) School Development Plan (SDP)
(B) Five-Year National Budget Report
(C) District Master Infrastructure Plan
(D) Central Civil Services Conduct Rules Framework

100. Which element of communication acts as the primary indicator to the sender that the transmitted message has been understood as intended by the receiver?
(A) Encoding
(B) Channel
(C) Noise
(D) Feedback

101. The Trait-Emotional Intelligence (Trait EI) model, developed by K. V. Petrides, conceptualizes emotional intelligence as:
(A) A purely cognitive mental ability measured strictly through timed performance assessment batteries
(B) A constellation of emotional self-perceptions and dispositions measured via self-report
(C) An innate, unchangeable biological reflex present exclusively in selected high-performing individuals
(D) A standardized quantitative metric used to measure institutional financial management efficiency

102. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Institutional planning fosters a sense of ownership and accountability among school staff members.
Reason (R): Institutional planning is formulated through participatory democratic dialogue involving teachers, heads, and community representatives.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

MCQGPT

103. In Hersey and Blanchard's model, if followers are 'Unable and Unwilling/Insecure' (M1 maturity level), the appropriate leadership style is:
(A) S2: Selling / Coaching (High Task, High Relationship)
(B) S3: Participating / Supporting (Low Task, High Relationship)
(C) S4: Delegating (Low Task, Low Relationship)
(D) S1: Telling / Directing (High Task, Low Relationship)

104. Which of the following best describes the 'Log Book' maintained in government schools?
(A) Official diary recording significant school events, official visits, and historic milestones
(B) Comprehensive financial accounting ledger

documenting routine contingent operational expenditures
(C) Centralized student academic grade and assessment register maintained continuously across terms
(D) Daily instructional lesson planning notebook prepared and submitted by subject teachers

105. In Kurt Lewin's Change Model, the 'Refreezing' stage involves:
(A) Unfreezing existing administrative mindsets through deliberately structured organizational crisis creation
(B) Institutionalizing and stabilizing new changes into organizational culture and daily practices
(C) Completely reverting to legacy administrative structures and traditional operational procedures
(D) Temporarily suspending non-compliant staff members who actively resist structural modification

106. The 'Affiliative' leadership style in Goleman's framework is primarily focused on:
(A) Driving rapid execution to achieve immediate high-standard performance outputs
(B) Creating harmony, emotional bonds, and strong interpersonal connections
(C) Issuing directive commands and enforcing compliance during emergency crisis situations
(D) Enrolling employees in formal external academic courses for technical skill training

107. Which of the following is a primary objective of Academic Supervision?
(A) Improving classroom instruction and student learning outcomes through collaborative support
(B) Rigorously evaluating financial compliance with General Financial Rules (GFR) across departments
(C) Auditing school infrastructure engineering blueprints and physical plant safety records
(D) Maintaining daily staff attendance registers and leave verification records systematically

108. A Principal notices rising interpersonal tensions between the examination committee and class teachers during final mark sheet processing. The Principal organizes an informal dialogue session, acknowledges the high workload stress of both parties, facilitates mutual problem-solving, and adjusts timelines slightly. This scenario highlights the practical application of EI in:
(A) Comprehensive Institutional Financial Auditing
(B) Statutory Leave Sanctioning Protocols
(C) Conflict Management and Stress Relief
(D) Physical Plant Maintenance Oversight

109. What is the fundamental difference between 'Formative Assessment' and 'Summative Assessment' of staff appraisal?
(A) Formative assessment is conducted exclusively by students; Summative is conducted by parents.
(B) Formative assessment is strictly penal in nature; Summative assessment is purely celebratory.
(C) Formative assessment applies only to non-teaching staff; Summative applies to teachers.
(D) Formative is continuous for growth; Summative is periodic for administrative decisions.

110. Consider the following statements regarding 'Democratic Supervision':
I. It respects the professional integrity and autonomy of teachers.
II. It encourages self-evaluation and peer feedback among teaching staff.
III. It relies on surprise inspections and fault-finding reports.
IV. It involves teachers in the decision-making process regarding instructional policies.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I, III and IV only
(C) II and III only
(D) I, II, III and IV

MCQGPT

111. High 'Self-Awareness' in a school leader prevents which of the following negative behaviors?
(A) Engaging in reflective and deliberate daily administrative decision-making
(B) Impulsive decision-making driven by unexamined personal triggers
(C) Practicing active and attentive listening during faculty staff meetings
(D) Maintaining empathetic communication channels with student parents

112. In Vroom's Motivation Theory, 'Valence' represents:
(A) The perceived probability that increased

feedback

78. A Principal observes that a senior teacher's teaching performance has dropped significantly following personal grief. Instead of issuing a strict disciplinary query, the Principal schedules a private session, listens empathetically, provides temporary relief from non-teaching duties, and connects the teacher with counseling support. Which component of EI is the Principal primarily operationalizing?
(A) Personal Self-Awareness
(B) Directing and Controlling
(C) Empathy and Social Skills
(D) Formal Cognitive Authority

79. In instructional leadership models, 'monitoring student progress' requires the school head to:
(A) Personally invigilate every classroom examination on a daily basis to monitor compliance
(B) Review student test data with teachers to adjust learning strategies systematically
(C) Outsource educational evaluation completely to external private coaching institutes
(D) Evaluate student academic performance solely through physical attendance registers

80. Consider the following statements regarding McGregor's 'Theory Y':
I. Work is as natural as play or rest to human beings.
II. People will exercise self-direction and self-control in the service of objectives to which they are committed.
III. The average human being inherently prefers to be directed and avoids responsibility.
IV. Commitment to objectives is a function of the rewards associated with their achievement.
Which of the statements given above are correct according to Theory Y?
(A) I, II and IV only
(B) I, III and IV only
(C) II and III only
(D) I, II, III and IV

81. In the context of school climate, an 'Open School Climate' (as defined by Halpin and Croft) is characterized by:
(A) High teacher esprit, low hindrance, and supportive principal leadership
(B) High teacher disengagement, high hindrance, and aggressive principal thrust
(C) High principal aloofness, formal control, and minimal teacher interpersonal intimacy
(D) Strict administrative control paired with complete absence of teacher operational autonomy

82. Which of the following is a primary characteristic of 'Distributed Leadership'?
(A) Concentrating all operational decision-making power strictly in the Principal's hands
(B) Mandatory monthly rotation of the Principal post among all employed school teachers
(C) Distributing leadership tasks across fluid teams of qualified teachers and staff
(D) Outsourcing institutional management and supervision to external commercial agencies

83. The Emotional Intelligence competency that enables a leader to adapt smoothly to changing circumstances, fluid demands, or organizational shifts is known as:
(A) Adaptability / Flexibility
(B) Generalized Optimism
(C) Emotional Self-Awareness
(D) Achievement and Goal Orientation

84. Which of the following tools is specifically designed as a 360-degree emotional intelligence assessment tool aligned directly with Daniel Goleman and Richard Boyatzis's model?
(A) MSCEIT
(B) TEIQue
(C) EQ-i 2.0
(D) ESCI

85. The process of administrative 'Supervision' differs from 'Mentoring' in that supervision typically:
(A) Functions in a completely informal manner and is conducted exclusively by junior peers
(B) Combines evaluative administrative oversight with professional growth support
(C) Excludes any structured assessment or formal observation of classroom teaching performance
(D) Is entirely voluntary and initiated solely upon the explicit request of the mentee

86. In school accounting, the register used to record all daily financial transactions (receipts and payments) is the:
(A) Service Book
(B) Stock Register
(C) Cash Book

Downloaded from www.pdf.tube

121. In an educational institution, 'Organizational Culture' refers to:
(A) Statutory legislative laws passed by Parliament regarding national educational governance
(B) Shared values, beliefs, and practices shaping how school members act and interact
(C) Physical architecture, landscaping, and building design of the school premises
(D) Specific administrative software utilized for generating student academic report cards

122. During an unexpected pandemic shutdown, a Principal remains composed, rapidly organizes virtual learning teams, addresses parent anxieties empathetically, and maintains high staff motivation through transparent dialogue. This administrative performance best demonstrates high leadership competence in:
(A) Institutional Financial Auditing and Resource Allocation
(B) Crisis Management and Adaptive Leadership
(C) Strict Bureaucratic Compliance and Policy Enforcement
(D) Physical Security Enforcement and Infrastructure Control

123. In school management, 'Coordinating' (within POSDCORB) specifically aims to:
(A) Interrelate and harmonize various parts of educational work and departments
(B) Issue unilateral command directives and mandatory administrative orders to junior staff
(C) Prepare detailed financial audit notes and reports for the ministry
(D) Conduct terminal standardized examinations for enrolled students

124. Which of the following is considered a core tool for self-assessment of Emotional Intelligence in professional development settings?
(A) Standardized physical endurance tests
(B) Timed aptitude tests measuring processing speed
(C) 360-degree feedback assessment tools (e.g., ESCI)
(D) Annual financial audit statements

125. Consider the following statements regarding 'School Climate':
I. School climate reflects subjective experiences of school life by students, staff, and parents.
II. Positive school climate is linked to lower student dropout rates and higher teacher retention.
III. School climate depends exclusively on the physical size of the playground.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

MCQGPT

126. A principal demonstrating 'Democracy' in leadership style primarily operates by:
(A) Making all operational decisions unilaterally without consulting teaching faculty staff
(B) Leaving staff members to function completely without guidance, oversight, or goal orientation
(C) Encouraging team participation, consensus-building, and collaborative decision-making
(D) Following rigid command orders from external administrative agencies without local adaptation

127. What is the primary focus of 'Creative Supervision'?
(A) Enforcing strict adherence to prescribed standard institutional operational scripts
(B) Encouraging innovative teaching strategies suited to unique classroom contexts
(C) Auditing physical classroom furniture inventories and routine maintenance logs
(D) Correcting minor clerical errors found within daily teacher lesson plan formats

128. In Goleman's framework, 'Service Orientation' refers to:
(A) Enforcing blind obedience to administrative orders issued by institutional superiors
(B) Working exclusively within non-profit charitable social service organizations
(C) Maintaining official service record books and leave logs of government servants
(D) Anticipating, recognizing, and meeting student, parent, and community needs

129. Which of the following is an example of downward communication in a school setting?
(A) The Principal issuing an official administrative policy circular to teaching staff
(B) A classroom teacher submitting a formal grievance letter directly to the Principal
(C) Teachers discussing interdisciplinary instructional plans across subject

conflict management, inspirational leadership, collaboration, and teamwork, enabling leaders to persuade, guide teams, resolve interpersonal friction, and build cohesive organizational cultures.

41. (B) IQ is cognitive and stays relatively stable post-adolescence, while EQ encompasses social-emotional skills developed throughout life.
Intelligence Quotient measures logical reasoning, analytical capacity, and cognitive memory, remaining relatively stable after early adulthood. Conversely, Emotional Intelligence encompasses learned social-emotional competencies like emotional awareness, empathy, self-control, and relationship management. EQ can be systematically developed, enhanced, and refined throughout life through intentional reflection, deliberate practice, coaching, and experiential learning.

42. (A) Both A and R are true and R is the correct explanation of A
High emotional intelligence enables school principals to navigate complex interpersonal dynamics, build organizational trust, and manage workplace stress effectively. Emotionally intelligent leaders foster supportive climate conditions, inspire staff dedication, and model constructive communication. Consequently, these personal competencies directly facilitate successful school transformation, improved teacher retention, and higher overall institutional effectiveness.

43. (A) Understand underlying emotional drivers and perspectives to achieve a constructive, mutually respectful solution
Applying emotional intelligence to conflict management involves active listening, recognizing emotional drivers, and understanding differing viewpoints. By de-escalating interpersonal tension and focusing on collaborative problem-solving, a leader creates mutually respectful solutions. This approach preserves professional relationships, addresses root causes of friction, and maintains a harmonious, productive work environment across institutional departments.

44. (C) Delegating tasks appropriately while maintaining emotional self-awareness and practicing cognitive reframing
Managing high cognitive overload effectively requires emotional self-awareness, cognitive reframing, and appropriate task delegation. Emotionally intelligent leaders recognize their personal stress indicators and manage workload through structured prioritization rather than emotional suppression or aggressive venting. This balanced approach protects well-being, ensures steady decision-making quality, and maintains organizational stability during demanding peak periods.

45. (D) Establishing psychological safety, active listening, mutual trust, and genuine value appreciation among staff
Emotionally intelligent leaders build high team cohesion by creating psychological safety, practicing active listening, and expressing genuine appreciation for staff contributions. Fostering mutual trust and open communication allows team members to share ideas, risk innovation, and collaborate effectively, transforming individual teaching talents into a unified, high-performing professional educational community.

46. (C) MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test)
The Mayer-Salovey-Caruso Emotional Intelligence Test is an objective, performance-based assessment measuring emotional intelligence as a cognitive ability. It evaluates four specific branches: perceiving emotions, using emotions to facilitate thought, understanding emotional complexity, and managing emotions. Unlike self-report inventories, test takers solve emotion-based tasks with scored objective performance criteria.

47. (B) Single-source self-report questionnaire evaluating competency items on a Likert scale
Reuven Bar-On's Emotional Quotient Inventory is a widely used self-report assessment instrument evaluating emotional and social intelligence capabilities. Participants rate their behaviors, emotional habits, and coping strategies on a standardized Likert scale. The inventory measures key dimensions including intrapersonal skills, interpersonal functioning, adaptability, stress management, and general mood orientation.

48. (D) De-escalating emotional tension, validating concerns, and arranging a structured collaborative follow-up conference
Managing hostile interpersonal exchanges requires emotional de-escalation, empathy, and

Click Here to Buy book on Amazon

perspective before proposing solutions. Which EI-based strategy is the Principal using?
(A) Direct Unilateral Authoritarian Administrative Command
(B) Perspective-Taking and Empathetic Mediation
(C) Formal Administrative Financial Arbitration
(D) Direct Unilateral Disciplinary Dismissal

139. In modern educational supervision, the principal function of the supervisor is to act as a:
(A) Resource person, facilitator, and professional growth partner
(B) Formal inspecting officer enforcing rigid procedural compliance
(C) Strict external examiner marking individual classroom teacher errors
(D) Financial auditor inspecting contingent expenditure bills and vouchers

140. Consider the following statements regarding 'Total Quality Management' (TQM) in education:
I. Focuses on continuous process improvement rather than inspection alone.
II. Involves all stakeholders, including teachers, administrative staff, students, and parents.
III. Prioritizes short-term exam results over systemic institutional development.
IV. Encourages team collaboration and empowerment.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I, III and IV only
(C) II and III only
(D) I, II, III and IV

141. The primary purpose of maintaining an 'Acquittance Roll' in school administration is to document:
(A) Daily student attendance signatures and punctuality records across all grades
(B) Detailed academic lesson plans submitted weekly by subject department teachers
(C) Parent attendance logs recorded during mandatory open house school meetings
(D) Receipts of salary and allowances disbursed to employed school staff members

142. Emotional Intelligence can be developed in adult educational leaders primarily through:
(A) Passive reading of theoretical leadership textbooks without active practical application
(B) Automatic biological aging and natural psychological maturation without deliberate effort
(C) Focused self-reflection, targeted coaching, feedback loops, and intentional practice
(D) Systematic memorization of administrative service codes and departmental procedures

143. Which of the following is an example of an 'External Opportunity' for a school's growth in SWOT analysis?
(A) Availability of vast unutilized playground space on the main school campus
(B) New government grants announced for establishing STEM laboratories
(C) Highly dedicated, experienced, and qualified core science faculty
(D) Aging physical building infrastructure requiring structural repair

144. In McGregor's 'Theory X', motivation is primarily driven through:
(A) Intrinsic job satisfaction, creative freedom, and self-actualization drive
(B) Empathetic listening, active counseling, and supportive emotional growth
(C) Peer coaching, collaborative teamwork, and distributed leadership frameworks
(D) Extrinsic rewards, strict control, coercion, and threat of penalties

MCQGPT

145. A master school time-table must accommodate the 'Principle of Variety'. This means:
(A) Alternating theoretical subjects and practical activities to maintain cognitive interest
(B) Randomly changing subject classroom teachers every single period to ensure variety
(C) Varying daily school start and end times across different days of the academic week
(D) Allowing enrolled students the flexibility to leave school whenever they choose

146. In Goleman's EI framework, 'Change Catalyst' competency falls under which cluster?
(A) Personal Emotional Self-Awareness Competency
(B) Emotional Self-Regulation Cluster
(C) Social Skills / Relationship Management
(D) General Cognitive Intelligence Cluster

147. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Distributed leadership reduces

professional isolation, and fosters supportive workplace environments.

24. (A) Achievement and recognition
Herzberg's Two-Factor Theory categorizes factors influencing workplace motivation into hygiene factors and motivators. Motivators such as personal achievement, professional recognition, challenging work, and growth opportunities actively create intrinsic job satisfaction. In contrast, hygiene factors like salary and working conditions merely prevent workplace dissatisfaction without directly inspiring high performance or deep intrinsic engagement.

25. (B) Dislike work, avoid responsibility, and require strict direction, control, and coercion
Douglas McGregor's Theory X relies on an authoritarian management worldview, assuming average employees inherently dislike work, avoid responsibility, and lack personal ambition. Consequently, managers believing in Theory X rely on rigid supervision, continuous control, coercive rules, and external threat of penalties to enforce compliance and achieve necessary organizational tasks and targets.

26. (B) Expectancy, Instrumentality, and Valence
Victor Vroom's Expectancy Theory proposes that motivation relies on three mental calculations: Expectancy (belief that effort leads to performance), Instrumentality (belief that performance yields rewards), and Valence (value placed on the reward). Motivation is maximized when individuals believe their hard work will achieve successful performance resulting in desirable, valued outcomes.

27. (C) A is true but R is false
Horizontal communication occurs laterally between peers, colleagues, or departments operating at the same organizational level, facilitating cross-departmental collaboration and interdisciplinary coordination. Downward communication, rather than horizontal flow, travels vertically from administrative superiors down to subordinate staff. Therefore, horizontal pathways specifically promote mutual information sharing, problem-solving, and professional teamwork across functional peer groups.

28. (C) Competing / Forcing
In the Thomas-Kilmann Conflict Mode Instrument, competing is an assertive and uncooperative conflict resolution mode. Leaders utilizing this approach pursue their own concerns and objectives at the direct expense of others, relying on formal power, positional authority, or coercive force to compel compliance, particularly during urgent administrative crises or non-negotiable compliance directives.

29. (D) Unfreezing existing mindsets, Changing (Moving), and Refreezing
Kurt Lewin's classic change management model outlines three sequential phases: Unfreezing (dismantling existing mindsets and breaking resistance), Changing or Moving (implementing new behaviors, structures, and processes), and Refreezing (establishing stability and embedding changes into organizational culture). This structured sequence ensures smooth organizational transitions and long-term sustainability of implemented operational reforms.

30. (C) Identify ongoing professional development needs and foster continuous pedagogical improvement
Formative teacher appraisal functions as a supportive, developmental evaluation process designed to provide continuous feedback, identify instructional strengths, and target professional growth areas. Unlike summative evaluations that make high-stakes administrative decisions like promotions or dismissals, formative reviews encourage reflective practice, enhance classroom strategies, and foster ongoing professional development in educators.

31. (B) Shared perceptions of the psychological, social, and administrative climate within the institution
School climate represents the collective psychological, social, and professional atmosphere perceived by students, teachers, and administrators. It encompasses interpersonal relationships, safety, instructional expectations, administrative support, and mutual respect. A positive climate promotes high staff morale, enhances student engagement, lowers behavioral disruptions, and fosters an environment conducive to optimal teaching and learning outcomes.

Downloaded from www.pdf.tube

ANSWERS

1. (A) Luther Gulick
Luther Gulick introduced the acronym POSDCORB to summarize the core functional duties of an executive in public and administrative management. The letters represent Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. This conceptual framework systematically categorizes essential administrative processes required for organizational efficiency, leadership execution, operational coordination, and structured institutional governance across public enterprises.

2. (C) Administration is primarily determinative and broad policy-oriented, whereas management is essentially executive and operational.
Educational administration establishes high-level policies, institutional objectives, regulatory frameworks, and broad structural guidelines. Management operates as an executive function tasked with implementing established directives, managing daily operational routines, allocating resources, and coordinating academic activities. Administration determines organizational scope and long-term targets, whereas management focuses on direct operational execution and practical administrative workflows within the institutional framework.

3. (A) Bottom-up planning based on the identified needs, resources, and contextual requirements of the specific school
Institutional planning emphasizes a bottom-up administrative approach where educational goals are formulated based on local institutional needs, available school resources, and unique community contexts. By involving internal stakeholders such as teachers and local administrators, this decentralized planning process ensures realistic target setting, optimized resource deployment, higher operational commitment, and continuous school improvement tailored to practical reality.

4. (D) Organizing
Within Luther Gulick's POSDCORB framework, organizing refers to building formal operational structures through which authority relationships and task subdivisions are systematically established. It defines department functions, allocates specific responsibilities, and aligns human and material resources to fulfill institutional objectives efficiently, ensuring seamless administrative flow, clear managerial accountability, and synchronized operational execution throughout organizational departments.

5. (B) Conducting a situational analysis to survey existing resources, needs, and institutional gaps
The initial phase of developing an effective institutional plan requires a comprehensive situational analysis. School leadership must systematically evaluate current resources, existing infrastructure, academic performance levels, and operational bottlenecks. Establishing this diagnostic baseline allows administrators to identify genuine organizational gaps, prioritize contextual needs, allocate resources wisely, and design targeted operational strategies for continuous institutional growth.

6. (C) Bounded rationality and satisficing
Herbert Simon introduced the theory of bounded rationality, explaining that decision-makers face cognitive limits, incomplete information, and time constraints. Consequently, managers cannot achieve total objective rationality or perfect optimization. Instead, administrators engage in satisficing, selecting solutions that meet acceptable threshold criteria and satisfactory operational requirements rather than searching endlessly for theoretically flawless ideal outcomes.

7. (D) The specific number of subordinates who report directly to a single administrative supervisor or manager
Span of control defines the quantity of direct subordinates an administrator or supervisor can manage effectively. A narrow span of control features fewer direct reporting lines, fostering close oversight, whereas a wide span incorporates many subordinates under one manager. Determining an optimal span balances managerial workload, communication clarity, structural hierarchy, and organizational efficiency.

MCQGPT

8. (B) II and III only
Delegation grants operational authority and specific job tasks to subordinates while the delegating manager retains ultimate responsibility and executive accountability. Delegating authority enhances administrative efficiency, speeds up operational decision-making, and promotes professional development among staff members. Ultimate accountability cannot be transferred away from the primary executive head, making centralized leadership responsibility permanent within organizational structures.

9. (B) Principle of fresh mind, placing them during early morning instructional periods
Master school time-tables are constructed around fatigue principles to optimize student learning capacity. Cognitively demanding subjects like Mathematics and Science require high concentration and mental endurance. Placing these subjects during early morning instructional periods ensures students engage with complex analytical concepts when mental alertness is fresh, thereby enhancing comprehension and preventing early cognitive exhaustion.

10. (B) Continuous quality improvement, stakeholder satisfaction, and total employee participation
Total Quality Management in education adapts industrial quality principles to academic settings by prioritizing continuous process improvement, active stakeholder involvement, and total staff commitment. Rather than relying solely on end-of-term evaluations, this approach fosters systemic excellence, enhances student learning environments, empowers staff collaboration, and continuously refines administrative and instructional practices across the institution.

11. (A) External Opportunity
In SWOT analysis, external opportunities represent favorable environmental trends outside immediate institutional control that can be leveraged for growth. Rapid housing development around a school increases potential student enrollment, expanding the institutional community. Recognized as an external positive factor, school administrators can capitalize on this demographic expansion by expanding academic programs, facilities, and educational services.

12. (A) Both A and R are true and R is the correct explanation of A
Updating cumulative record cards regularly ensures continuous documentation of student academic progress, behavioral growth, and personal development over time. Maintaining standard statutory records fulfills a vital managerial function, providing baseline empirical evidence that supports informed instructional planning, institutional accountability, transparent administrative decision-making, and targeted educational guidance for every pupil throughout their academic journey.

13. (D) Supervision is a democratic, supportive, growth-oriented process, whereas inspection is authoritative, evaluative, and compliance-driven. Modern educational supervision functions as a collaborative, supportive process aimed at enhancing teacher capabilities and classroom instruction through professional guidance. In contrast, traditional inspection operates as an authoritative, top-down administrative evaluation designed primarily to monitor statutory compliance, detect operational errors, and enforce standardized rules, representing contrasting administrative philosophies within institutional educational governance frameworks.

14. (C) Clinical Supervision
Clinical supervision focuses directly on improving classroom instructional practice through a structured, face-to-face observational cycle. Supervisors and teachers collaborate through pre-observation planning, systematic classroom observation, and post-observation analytical conferences. This diagnostic process provides targeted feedback, identifies specific teaching-learning difficulties, encourages reflective professional practice, and fosters continuous pedagogical development in a supportive environment.

15. (B) Preventive Supervision
Preventive supervision anticipates potential instructional challenges, pedagogical difficulties, or administrative obstacles before they occur. By organizing proactive professional development workshops, skill enhancement programs, and preparatory guidance, supervisors equip educators with effective strategies. This proactive approach minimizes classroom breakdowns, reduces future administrative errors, and

Click Here to Buy book on Flipkart

maintains optimal instructional quality across all school departments.

16. (D) A supportive relational process where an experienced educator guides and facilitates the professional growth of a junior colleague
Mentoring is a non-evaluative, supportive relationship wherein an experienced educator offers guidance, practical wisdom, and emotional support to a less experienced colleague. This relational process fosters professional development, enhances instructional skills, boosts confidence, and eases professional onboarding, cultivating a collaborative learning community that benefits both individual educators and overall institutional performance.

17. (A) Leaders possess innate personal traits and qualities that inherently distinguish them from non-leaders
Trait Theory posits that successful leaders possess inherent personal attributes, physical characteristics, intelligence, and psychological traits that naturally distinguish them from non-leaders. The theory suggests these core qualities are innate rather than acquired, implying that leadership effectiveness stems primarily from natural personal characteristics rather than structured administrative training or environmental situational factors.

18. (C) Participating / Supporting Style (Low Task, High Relationship Focus)
According to Hersey and Blanchard's Situational Leadership model, followers at the M3 maturity level possess necessary job competence but lack confidence or willingness. For this group, leaders should employ a participating or supporting style. Decreasing direct task supervision while increasing supportive interpersonal communication helps build confidence, overcomes hesitation, and empowers capable staff to take initiative.

19. (A) Leader-Member Relations, Task Structure, and Position Power
Fred Fiedler's Contingency Model evaluates situational favorableness through three distinct dimensions: Leader-Member Relations (degree of mutual trust and respect), Task Structure (clarity and routine of assigned duties), and Position Power (formal authority granted to the leader). Together, these variables determine the extent of administrative control and situational influence a leader holds within an organization.

20. (A) Transactional: I & III; Transformational: II & IV
Transactional leadership emphasizes task fulfillment, rule adherence, operational routines, and contingent rewards or corrective sanctions based on compliance. Conversely, transformational leadership inspires followers by articulating an engaging shared vision, stimulating intellectual creativity, encouraging personal growth, and aligning individual aspirations with overarching organizational goals to drive meaningful institutional transformation and long-term commitment.

21. (B) Distributed Leadership
Distributed leadership views leadership as a collective practice spread across multiple individuals and organizational levels rather than concentrated in a single executive head. It leverages diverse expertise, encourages shared decision-making, empowers teachers, and fosters collaborative engagement throughout the institution, resulting in enhanced organizational capacity, flexible operational adaptability, and sustained institutional progress.

22. (C) Guiding classroom instruction, curriculum alignment, and teacher growth to improve learning outcomes
Instructional leadership prioritizes teaching and learning excellence above general administrative maintenance. The leader actively manages curriculum development, coordinates instructional schedules, observes classroom teaching, provides constructive feedback, and supports teacher professional growth. This direct focus on pedagogy ensures instructional consistency, aligns educational standards, and directly enhances overall student academic achievement across all grade levels.

23. (D) Social and Belongingness Needs
In Abraham Maslow's Hierarchy of Needs, social and belongingness needs emerge once basic physiological and safety requirements are adequately satisfied. These needs encompass interpersonal relationships, affection, social acceptance, peer camaraderie, and group inclusion. Satisfying social needs in an organization builds positive teamwork, reduces

Downloaded from www.pdf.tube

burnout and enhances operational flexibility in large educational institutions.
Reason (R): Distributed leadership redistributes administrative responsibility and decision-making authority across multiple qualified team leaders.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

148. The managerial function of 'Directing' in POSDCORB includes:
(A) Systematically auditing formal financial statements at the close of the fiscal year
(B) Designing physical floor plans and architectural blueprints for school buildings
(C) Submitting student enrolment statistics and academic reports to central Ministries
(D) Guiding, leading, motivating, and supervising employees to achieve goals

149. In school records management, 'Cumulative Record Cards' (CRC) are primarily maintained to provide:
(A) Detailed financial accounting records and official fee collection logs of students
(B) A continuous profile of student academic, physical, and social development over time
(C) Staff attendance, leave verification, and service history records of all teachers
(D) Inventory logs and maintenance records of scientific laboratory equipment on campus

150. Which of the following best summarizes the overall role of Emotional Intelligence in modern educational leadership?
(A) EI serves as a complete substitute for all administrative regulations, statutory education acts, and professional pedagogical expertise.
(B) EI is a specialized interpersonal tool that is strictly useful for managing extracurricular athletic programs and sports teams.
(C) EI provides a foundation for school leaders to apply technical, managerial, and pedagogical skills through self-regulation and empathy.
(D) EI represents an unmeasurable theoretical psychological construct with no demonstrated practical relevance to school performance outcomes.

****

MCQGPT

32. (D) Collaborating style
The collaborating conflict resolution style is both highly assertive and cooperative, focusing on identifying underlying interests to achieve mutually beneficial outcomes. By bringing conflicting department heads together to establish shared criteria, the leader addresses concerns directly, builds consensus, strengthens professional relationships, and creates sustainable, win-win operational solutions without compromising core institutional goals.

33. (C) At least 75%
The Right to Education Act, 2009, mandates that at least 75 percent of School Management Committee members must be parents or guardians of enrolled children. This statutory requirement ensures strong community ownership, decentralizes school governance, promotes transparency, and empowers parents to participate actively in school development planning and resource monitoring.

34. (C) Introduced by Wayne Payne; popularized by Daniel Goleman
The specific term Emotional Intelligence was originally introduced in psychological literature within a doctoral dissertation by Wayne Payne in 1985. Subsequently, Daniel Goleman popularized the concept worldwide through his landmark 1995 book. Goleman demonstrated how emotional competencies heavily influence leadership success, organizational climate, personal resilience, and professional achievement beyond cognitive intelligence metrics.

35. (A) I and II only
Daniel Goleman's Emotional Intelligence framework consists of five core domains: Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills. Technical expertise represents domain-specific job knowledge rather than an emotional intelligence competency. Therefore, self-awareness and self-regulation form fundamental emotional capabilities, whereas technical operational skills belong to traditional cognitive or professional domain proficiencies.

36. (D) Deep awareness of one's own emotions, strengths, weaknesses, drives, and their overall impact on others
Self-awareness is the foundational component of emotional intelligence, involving deep understanding of one's personal emotions, emotional triggers, strengths, limitations, values, and motives. Individuals possessing high self-awareness recognize how their emotional states influence decision-making and interpersonal interactions, enabling accurate self-assessment, professional self-confidence, and calm, reflective leadership performance under institutional stress.

37. (B) Self-Regulation
Self-regulation enables leaders to control impulsive emotional reactions, manage disruptive feelings, and maintain composure under high pressure. By remaining calm during hostile encounters, listening attentively, and responding constructively, an administrator prevents emotional escalation. This competency fosters rational conflict resolution, builds organizational trust, and maintains a stable psychological climate within the school environment.

38. (C) A passion for work driven by internal vision and persistence to pursue meaningful goals beyond money or status
Within emotional intelligence frameworks, motivation refers to an internal drive to achieve goals for intrinsic satisfaction and personal excellence rather than external rewards like status or money. Intrinsic motivation fosters resilience, optimism, organizational commitment, and sustained effort, driving leaders to overcome setbacks, seek continuous improvement, and pursue long-term institutional goals.

39. (D) Understanding the emotional makeup of others and treating them appropriately based on their emotional reactions
Empathy involves accurately perceiving, understanding, and considering others' emotional states, perspectives, and background concerns during managerial decision-making. In educational leadership, empathetic administrators build trust, support staff well-being, mediate conflicts constructively, and foster an inclusive workplace environment, effectively balancing compassionate human consideration with clear professional performance expectations.

40. (A) Social Skills
In Daniel Goleman's emotional intelligence framework, social skills represent the capability to manage relationships and build effective networks. This cluster includes competencies such as influence, clear communication,

Click Here to Buy book on Amazon

departments
(D) Parent feedback and suggestions submitted to the School Management Committee

130. According to Herzberg, which of the following actions will directly increase intrinsic job satisfaction among teachers?
(A) Increasing the physical number of security guards stationed on school campus
(B) Repainting staffroom walls and upgrading general teacher lounge amenities
(C) Enhancing opportunities for autonomy, growth, and personal achievement
(D) Standardizing basic monthly pay structures and salary scales across districts

131. In educational management, 'SWOT' stands for:
(A) Strengths, Weaknesses, Opportunities, Threats
(B) Systems, Workflows, Operational Tasks, and Strategies
(C) Standard Wisdom, Objectives, Tactics, and Targets
(D) Structural Workforce, Operational Timing, and Alignment

132. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):
Assertion (A): Empathy in school leadership must be balanced with firmness and administrative boundary-setting.
Reason (R): Unchecked empathy without professional standards can lead to administrative laxity, inconsistency, and organizational inefficiency.
In the light of the above statements, choose the correct option:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

133. Which of the following is a primary benefit of delegating academic responsibilities (such as head of examination) to competent senior teachers?
(A) Completely freeing the Principal from overall administrative oversight and ultimate accountability
(B) Developing leadership capacity, boosting morale, and enhancing operational efficiency
(C) Eliminating the need for official documentation and formal record-keeping procedures
(D) Reducing total teaching staff salaries through systematic workload redistribution strategies

134. Which leadership style in Goleman's EI framework focuses on building immediate consensus among team members through participation?
(A) Coercive Style
(B) Pacesetting Style
(C) Democratic Style
(D) Autocratic Style

135. Clinical supervision involves a structured, multi-step cycle. Which of the following correctly reflects the initial stage of this cycle?
(A) Conducting the post-observation analysis conference with the teacher
(B) Formal terminal performance evaluation report submission to leadership
(C) Executing a direct unannounced classroom inspection and evaluation
(D) Pre-observation conference for planning and target setting

136. In educational leadership, 'Instructional Leadership' differs from general 'Managerial Leadership' primarily in its direct focus on:
(A) Teaching-learning processes, curriculum development, and student academic success
(B) Comprehensive facility maintenance, physical plant upkeep, and custodial operations
(C) Managing legal litigation procedures and administrative compliance with court orders
(D) Procuring institutional office stationery and routine classroom supplies efficiently

137. Which component of Emotional Intelligence involves recognizing how personal feelings affect individual performance and interactions with others?
(A) Specialized Technical Aptitude
(B) Emotional Self-Awareness
(C) Environmental Auditing Competency
(D) Strategic Financial Acumen

138. A Principal observes that two department heads are locked in a severe personal conflict regarding room allocations, causing project delays. The Principal holds a joint session where each department head must state the other person's

MCQGPT

structured problem-solving. By validating parent concerns without making defensive statements, the leader defuses immediate hostility. Arranging a calm follow-up conference separates raw emotion from fact-based discussion, preserving home-school relationships, protecting staff dignity, and establishing collaborative solutions for student progress.

49. (A) Engaging in structured reflective practice, self-monitoring, and seeking 360-degree feedback
Cultivating emotional intelligence requires consistent reflective practice, self-monitoring, and seeking candid 360-degree feedback from colleagues, superiors, and subordinates. Continuous self-reflection helps leaders identify blind spots, understand emotional triggers, and adjust interpersonal behaviors. Integrating external feedback accelerates personal growth, enhances self-awareness, and strengthens overall leadership effectiveness over time.

50. (A) TAM: I & IV; EIA: II & III
Technical and administrative management encompasses structured operational functions such as goal setting, budget allocation, and enforcing statutory attendance regulations under established administrative rules. Conversely, applying emotional intelligence involves interpersonal and psychological capabilities, such as recognizing teacher burnout during peak assessment periods and empathetically mediating personal staff disputes to maintain group harmony.

51. (A) Mobilize local school resources and empower staff to improve overall institutional quality
The Education Commission (1964–66) recommended institutional planning to empower individual schools to identify unique needs, mobilize local community resources, and optimize internal operations. By decentralizing planning functions, schools create contextualized, realistic improvement plans, engaging local teaching staff and administrators directly in fostering academic excellence, infrastructure growth, and long-term institutional development.

52. (D) Staffing
Within the POSDCORB framework, staffing represents the administrative function dedicated to managing human resources. It encompasses recruitment, hiring, training, personnel evaluation, career development, and maintaining favorable working conditions. Effective staffing ensures qualified educators and administrative personnel are recruited and supported, sustaining institutional capability, positive workplace morale, and operational continuity.

53. (B) Tall structure
A tall organizational structure features multiple hierarchical management levels, narrow spans of control, and centralized authority lines. Communication flows primarily through vertical formal channels across successive administrative tiers. While providing tight oversight and clear reporting pathways, tall structures can slow operational decision-making, increase administrative costs, and create communication barriers compared to flatter designs.

54. (C) Plan, Do, Check, Act
W. Edwards Deming popularized the PDCA cycle—Plan, Do, Check, Act—as a foundational continuous improvement framework in quality management. The cycle involves identifying operational goals (Plan), executing processes (Do), monitoring and analyzing outcomes against targets (Check), and taking corrective actions (Act) to refine operations, ensuring sustainable institutional quality assurance.

55. (D) General Admission and Pupil Withdrawal Register
The General Admission and Pupil Withdrawal Register serves as the permanent legal record for every student enrolled in an educational institution. It contains essential legal identification data, including birth dates, parental details, admission numbers, and withdrawal dates, serving as mandatory legal documentation for institutional compliance, government auditing, and student verification.

56. (A) Collaborative decision-making, mutual respect, and professional freedom for classroom teachers
Democratic supervision prioritizes participatory decision-making, mutual professional respect, and teacher autonomy. Supervisors act as supportive facilitators and resource partners rather than punitive inspectors. This approach encourages self-reflection, cooperative curriculum development, open communication, and innovative teaching practices, fostering a supportive institutional climate centered on continuous pedagogical growth.

Downloaded from www.pdf.tube

127. (B) Encouraging innovative teaching strategies suited to unique classroom contexts
Creative supervision focuses on empowering educators to design and implement innovative instructional strategies tailored to unique classroom contexts and student needs. Departing from rigid procedural scripts, creative supervision fosters pedagogical experimentation, professional autonomy, and adaptive problem-solving, encouraging teachers to continuously refine learning experiences and improve overall student achievement.

128. (D) Anticipating, recognizing, and meeting student, parent, and community needs
Service orientation within Daniel Goleman's emotional intelligence framework represents the capability to anticipate, recognize, and meet the needs of internal and external stakeholders. In educational administration, leaders with high service orientation actively monitor student, parent, and community concerns, aligning institutional services and instructional programs to deliver high-quality educational experiences.

129. (A) The Principal issuing an official administrative policy circular to teaching staff
Downward communication flows vertically from top executive leadership down to subordinate personnel within an organizational hierarchy. An official policy circular issued by a school principal to teaching staff clearly illustrates downward communication, conveying administrative directives, operational rules, institutional expectations, and policy guidelines from management down to functional employees.

130. (C) Enhancing opportunities for autonomy, growth, and personal achievement
According to Herzberg's Motivation-Hygiene Theory, intrinsic job satisfaction stems from motivator factors rather than hygiene conditions. Enhancing opportunities for professional autonomy, personal growth, recognized achievement, and career advancement directly satisfies intrinsic psychological needs, inspiring teachers to excel, engage deeply in pedagogical practice, and achieve sustained professional performance.

131. (A) Strengths, Weaknesses, Opportunities, Threats
SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It is a strategic planning framework used by educational leaders to evaluate internal operational capabilities (strengths and weaknesses) alongside external environmental factors (opportunities and threats). Conducting a SWOT analysis enables systematic institutional self-assessment, efficient resource allocation, risk mitigation, and structured strategic planning.

132. (A) Both A and R are true and R is the correct explanation of A
Empathetic school leadership must be balanced with clear professional boundaries and administrative firmness. Unchecked empathy without structural standards can result in administrative laxity, inconsistent policy enforcement, and operational inefficiency. Maintaining compassionate empathy alongside professional firmness ensures supportive employee care while preserving organizational discipline, academic standards, and executive accountability.

MCQGPT

133. (B) Developing leadership capacity, boosting morale, and enhancing operational efficiency
Delegating key academic responsibilities to competent senior teachers develops middle-management leadership capacity, boosts professional morale, and improves operational efficiency. While executive oversight remains with the principal, delegating duties distributes administrative workload, empowers teaching staff, fosters professional development, and ensures smooth, timely execution of academic functions across departments.

134. (C) Democratic Style
The democratic leadership style in Daniel Goleman's taxonomy focuses on building consensus through active employee participation and collaborative decision-making. By involving team members in policy discussions and valuing diverse staff input, democratic leaders secure organizational buy-in, foster collective ownership, and increase group commitment, proving highly effective when seeking consensus.

135. (D) Pre-observation conference for planning and target setting
The clinical supervision cycle begins with a pre-observation conference between supervisor and teacher. During this initial planning phase, both parties establish lesson objectives, clarify instructional strategies, determine specific

integrity, and maintain rational decision-making quality during stressful organizational challenges.

66. (C) Sensing others' emotions, understanding perspectives, and taking active interest in their concerns
Social awareness involves accurately sensing others' emotions, understanding diverse interpersonal perspectives, and demonstrating genuine concern for institutional stakeholders. High social awareness enables leaders to perceive workplace dynamics, empathize with staff and community needs, build positive organizational relationships, and navigate complex interpersonal environments effectively within educational institutions.

67. (A) 360-degree feedback collected from self, peers, direct reports, and supervisors
The Emotional and Social Competence Inventory (ESCI) uses a comprehensive 360-degree multi-rater feedback mechanism. It collects evaluations from self-assessments, direct supervisors, functional peers, and direct subordinate reports. This multi-perspective evaluation provides an accurate, objective assessment of observable emotional and social leadership behaviors, reducing individual response bias.

68. (D) High staff turnover and low morale among core academic subject teachers
In SWOT analysis, internal threats or weaknesses refer to negative conditions originating inside the organization. High staff turnover, low teacher morale, and departmental friction represent internal operational weaknesses that undermine educational stability and instructional continuity. Recognizing these internal factors allows administrative leadership to implement targeted retention strategies and workplace interventions.

69. (B) Identifying errors and deviations from prescribed rules to rectify them
Corrective supervision focuses on identifying operational errors, instructional deficiencies, and deviations from established procedures to apply corrective measures. Unlike preventive or creative supervision, corrective approaches emphasize rule adherence, standard alignment, and immediate error rectification, ensuring administrative compliance and maintaining basic instructional consistency across all institutional departments.

70. (C) Ability (Job Readiness) and Willingness (Psychological Readiness)
The Hersey-Blanchard Situational Leadership model assesses follower maturity across two core dimensions: Ability (job readiness, technical skills, and knowledge) and Willingness (psychological readiness, confidence, and motivation). Leaders evaluate these combined dimensions to select appropriate leadership behaviors—ranging from direct instructing to delegating—matching their supervisory style to employee readiness levels.

71. (D) Successful performance will be appropriately rewarded with an outcome
Instrumentality, within Victor Vroom's Expectancy Theory, reflects the employee's belief that achieving a designated level of job performance will result in obtaining a specific desired outcome or reward. Higher instrumentality strengthens motivation, provided the individual values the expected reward and trusts that management will deliver promised administrative recognition upon task completion.

72. (A) Both A and R are true and R is the correct explanation of A
Teachers possessing high emotional intelligence create supportive, well-regulated learning environments where students feel safe, valued, and motivated. Empathetic teachers manage classroom interactions constructively, defuse behavioral disruptions effectively, and build strong interpersonal connections, which directly lowers student anxiety, enhances cognitive engagement, and improves overall student academic achievement.

73. (B) Promoting collaborative inquiry, peer coaching, empathetic feedback, and shared leadership
Establishing effective professional learning communities (PLCs) requires embedding emotional intelligence principles into institutional culture. Promoting collaborative inquiry, peer coaching, constructive feedback, and shared decision-making fosters psychological safety and mutual respect among educators. This supportive professional environment encourages reflective teaching practices, shared pedagogical accountability, and continuous institutional learning.

Click Here to Buy book on Flipkart

74. (B) Stock Register
The Stock Register is a mandatory financial and administrative record used in schools to catalog, track, and monitor physical assets, equipment, laboratory supplies, and institutional property. Proper maintenance ensures material accountability, prevents asset loss, facilitates systematic auditing, and supports timely equipment procurement and facility upkeep across departments.

75. (A) Abdicating overall administrative accountability by the head of institution
Delegation involves distributing specific operational tasks and granting functional authority to qualified subordinates to improve administrative efficiency. Crucially, delegation does not mean abdicating managerial responsibility. The head of the institution remains ultimately accountable for delegated duties, continuous oversight, overall administrative outcomes, and ongoing institutional quality assurance.

76. (C) Teams are competent, self-motivated, and focused on rapid high-quality results
The pacesetting leadership style sets extremely high performance standards and leads by direct personal example. It proves highly effective when working with self-motivated, highly competent, and skilled teams requiring minimal supervision to deliver rapid, high-quality outcomes. However, overusing this style can cause employee burnout and diminish long-term morale.

77. (D) Viewing the school as an interconnected system of inputs, processes, outputs, and feedback
Systemic planning conceptualizes an educational institution as an open, interconnected system comprising inputs (resources, students, teachers), processes (instruction, leadership), outputs (academic achievement, character development), and continuous feedback loops. This holistic approach ensures administrators consider internal and external environmental interactions, leading to comprehensive, balanced institutional development.

78. (C) Empathy and Social Skills
Providing supportive interventions and empathetic understanding when a colleague experiences personal grief demonstrates advanced empathy and social relationship skills. By offering private dialogue, workload adjustments, and support services, leadership addresses human needs while maintaining operational stability, building strong organizational loyalty, emotional resilience, and psychological trust throughout the workplace environment.

79. (B) Review student test data with teachers to adjust learning strategies systematically
Monitoring student progress as an instructional leader involves systematically reviewing diagnostic, formative, and summative assessment data alongside teaching staff. Analyzing achievement metrics allows educational heads and teachers to identify learning gaps, evaluate instructional effectiveness, adapt curricular strategies, and implement targeted academic interventions to ensure continuous student learning growth.

MCQGPT

80. (A) I, II and IV only
Douglas McGregor's Theory Y presents a positive view of human motivation, asserting that physical and mental work is as natural as play or rest. It posits that employees exercise self-direction, seek responsibility, and commit deeply to objectives when achievements are tied to meaningful rewards, contrasting sharply with autocratic assumptions.

81. (A) High teacher esprit, low hindrance, and supportive principal leadership
Halpin and Croft define an open school climate by high teacher esprit de corps, low administrative hindrance, high supportive principal behavior, and low staff disengagement. In an open climate, educators feel professionally empowered, backed by leadership, and motivated, leading to strong teamwork, positive interpersonal relationships, and optimal instructional effectiveness across the institution.

82. (C) Distributing leadership tasks across fluid teams of qualified teachers and staff
Distributed leadership decentralizes administrative authority by distributing leadership responsibilities across dynamic, collaborative teams of educators. Rather than relying on a single executive head, this approach leverages specialized expertise, fosters professional autonomy, encourages shared decision-making, and enhances adaptive institutional problem-solving capacity throughout all levels of the educational organization.

83. (A) Adaptability / Flexibility
Adaptability within emotional intelligence refers to the capability to adjust smoothly to changing demands, organizational shifts, fluid priorities, and unexpected workplace challenges. Flexible leaders handle institutional ambiguity calmly, reframe operational strategies effectively, and guide staff through organizational transitions while maintaining clear purpose, administrative balance, and emotional composure.

84. (D) ESCI
The Emotional and Social Competence Inventory (ESCI) is a standardized 360-degree assessment tool developed jointly by Daniel Goleman, Richard Boyatzis, and Hay Group. Aligned directly with Goleman's model, it evaluates core emotional and social competencies across four clusters, gathering multi-rater feedback from supervisors, peers, and subordinates to drive professional leadership development.

85. (B) Combines evaluative administrative oversight with professional growth support
Educational supervision combines formal administrative oversight and performance evaluation with supportive instructional guidance, ensuring statutory alignment and quality assurance. In contrast, mentoring operates as a non-evaluative, informal developmental partnership focused entirely on personal coaching, peer support, and ongoing professional development, distinguishing supervisory accountability from developmental mentoring roles.

86. (C) Cash Book
The Cash Book is an essential financial register in school accounting used to record all daily cash and banking transactions, including receipts, fee collections, operational disbursements, and grant expenditures. Accurate, timely maintenance ensures complete financial transparency, supports internal accounting controls, prevents fiscal discrepancies, and facilitates official external financial auditing.

87. (A) Both A and R are true and R is the correct explanation of A
Constructing a school time-table requires balancing heavy academic subjects with light, creative, or physical activity periods across the day. Sustained cognitive concentration without mental breaks induces cognitive fatigue, decreasing learning efficiency and retention. Scheduling balanced instructional blocks manages student energy levels, maintains attention, and optimizes overall pedagogical outcomes.

88. (A) Coaching Style
The coaching leadership style focuses on long-term professional development, helping employees identify individual strengths, address performance limitations, and set career goals. Leaders using this approach offer structured feedback, delegate challenging assignments, and provide continuous support, building institutional capabilities, employee self-confidence, and sustained long-term performance across educational teams.

89. (B) Continuous process quality assurance and preventive instructional intervention
Total Quality Management shifts educational focus from traditional end-of-process testing to continuous quality assurance and proactive instructional improvement. By systematically analyzing educational workflows, refining classroom methods, and involving all institutional stakeholders, TQM prevents educational failures early, creating sustained high standards and ongoing institutional improvement across all academic departments.

90. (B) Fiedler's Contingency Theory
Fred Fiedler's Contingency Theory asserts that effective leadership relies on matching a leader's fixed leadership style—either task-oriented or relationship-oriented—to situational favorableness. Situational control depends on leader-member relations, task structure, and position power, indicating that leadership success requires fitting the leader's specific style to the current organizational situation.

91. (A) Self-Actualization Needs
In Abraham Maslow's hierarchy, self-actualization sits at the highest level, representing the drive to realize one's full personal potential, continuous self-fulfillment, creative expression, and personal growth. Reaching this stage occurs after lower physical, safety, social, and esteem needs are satisfied, inspiring individuals to achieve mastery and purpose.

MCQGPT

92. (C) Acknowledging anxieties, providing hands-on training, and pairing them with tech-savvy peer mentors
Addressing staff resistance to technological change requires empathy, supportive training, and collaborative mentoring. By validating teacher anxieties, offering hands-on technical workshops, and pairing hesitant educators with tech-savvy peer mentors, an emotionally intelligent leader reduces anxiety, builds technical confidence, defuses institutional resistance, and ensures smooth digital integration across departments.

93. (D) A central leader through whom all organizational communications must pass
In organizational communication theory, a wheel network represents a centralized communication pattern where all information flows through a single central leader. Subordinates communicate directly with the central hub rather than with each other. This structure allows rapid decision-making in simple tasks but can cause communication bottlenecks and lower group morale.

94. (C) Combined team output being greater than the sum of individual staff efforts
Synergy in organizational management occurs when collective team collaboration produces an output greater than the sum of individual contributions acting independently. By aligning diverse teaching talents, sharing pedagogical resources, and fostering open collaboration, educational institutions generate operational synergy, enhancing overall problem-solving, instructional innovation, and school effectiveness.

95. (A) I and II only
Reuven Bar-On's Emotional-Social Intelligence model structures competencies across key domains, including intrapersonal skills, interpersonal functioning, adaptability, stress management, and general mood. Technical algorithmic computation represents purely cognitive or mathematical aptitude rather than an emotional-social capability, making emotional self-awareness and interpersonal agility central components of the ESI framework.

96. (D) Service Book
The Service Book is an official permanent administrative record maintained for every regular employee in government and aided institutions. It details complete employment history, official service verification, leave accounts, pay scale changes, promotions, and disciplinary records, serving as the essential legal baseline for salary administration, pension processing, and service verification.

97. (A) Academic Mentoring / Developmental Supervision
Developmental supervision and academic mentoring assist beginner or struggling teachers in developing core pedagogical competencies within a supportive, non-threatening framework. Emphasizing collaborative goal-setting, peer coaching, and constructive feedback, this supervisory model fosters professional confidence, refines classroom techniques, and builds foundational teaching expertise without invoking punitive administrative measures.

98. (C) Meet standards of excellence and continuously seek performance improvements
Within Daniel Goleman's emotional intelligence framework, achievement orientation is an internal drive to meet high standards of performance excellence and continually refine operational outcomes. Leaders possessing high achievement orientation set challenging goals, take calculated organizational risks, monitor performance metrics, and drive continuous institutional improvement across academic and administrative departments.

99. (A) School Development Plan (SDP)
Under the Right to Education Act 2009, School Management Committees are legally obligated to formulate a comprehensive School Development Plan. This planning document outlines institutional infrastructure requirements, resource allocations, teacher additions, and academic targets, serving as the official operational baseline for government funding, district monitoring, and local educational development.

100. (D) Feedback
Feedback is the critical component in the communication process indicating to the sender that the transmitted message was accurately received and correctly interpreted by the recipient. It completes the communication cycle, resolves ambiguity, enables corrective adjustments, and ensures clear mutual understanding between administrative leaders, teaching staff, and institutional stakeholders.

Downloaded from www.pdf.tube

MCQGPT

101. (B) A constellation of emotional self-perceptions and dispositions measured via self-report
K. V. Petrides' Trait Emotional Intelligence model conceptualizes emotional intelligence as a constellation of emotional self-perceptions, personality traits, and behavioral dispositions located at the lower levels of personality hierarchies. Measured exclusively through self-report questionnaires, Trait EI assesses individual perceptions of emotional capabilities rather than maximum cognitive performance capacity.

102. (A) Both A and R are true and R is the correct explanation of A
Institutional planning fosters strong professional ownership and operational accountability among school staff through participatory, democratic decision-making. Involving teachers, administrative heads, and local community representatives in diagnosing institutional needs and defining targets builds shared commitment, ensures mutual responsibility, and drives enthusiastic, sustained execution of school improvement initiatives.

103. (D) S1: Telling / Directing (High Task, Low Relationship)
In Hersey and Blanchard's Situational Leadership model, followers at the M1 maturity level are both unable and unwilling or insecure. For this group, leaders should employ the S1 Telling or Directing style, providing clear, explicit instructions, close task supervision, and firm guidance to establish operational direction and ensure basic job performance.

104. (A) Official diary recording significant school events, official visits, and historic milestones
The Log Book functions as an official institutional record book maintained by the school head to document significant events, official administrative visits, statutory inspection notes, historic achievements, and operational disruptions. It provides legal and historical continuity, serving as an authoritative record of major institutional developments over time across school academic sessions.

105. (B) Institutionalizing and stabilizing new changes into organizational culture and daily practices
In Kurt Lewin's Change Management Model, Refreezing is the final stage, focused on stabilizing and institutionalizing new operational changes into organizational culture. Once changes are operationalized, leaders reinforce new norms, align formal policies, and embed updated practices into daily routines, ensuring long-term sustainability and preventing reversion to obsolete operational habits.

106. (B) Creating harmony, emotional bonds, and strong interpersonal connections
The affiliative leadership style in Daniel Goleman's taxonomy prioritizes individuals over immediate tasks, focusing on creating interpersonal harmony, emotional connections, and workplace trust. Effective for repairing damaged staff morale, easing organizational stress, or resolving team conflicts, this approach cultivates positive climate, although overreliance can sometimes compromise formal performance standards.

107. (A) Improving classroom instruction and student learning outcomes through collaborative support
The primary objective of academic supervision is enhancing classroom instructional quality, curriculum alignment, and student achievement through collaborative professional support. Supervisors partner with teachers to observe teaching strategies, provide constructive analytical feedback, analyze student learning performance, and organize professional growth opportunities, establishing sustained academic quality throughout the school.

108. (C) Conflict Management and Stress Relief
Applying emotional intelligence during high-stress administrative processes involves identifying emotional strain, facilitating open dialogue, and adjusting operational schedules collaboratively. By validating staff workload pressure and mediating between conflicting groups, leadership resolves interpersonal friction, balances operational deadlines, preserves professional relationships, and maintains organizational performance during peak academic evaluation periods.

109. (D) Formative is continuous for growth; Summative is periodic for administrative decisions.
Formative appraisal is an ongoing, supportive process designed to provide continuous feedback and foster professional development during work execution. Conversely, summative appraisal occurs periodically at defined intervals to make final administrative judgments, such as tenure

decisions, performance ratings, promotions, or contract renewals, establishing clear distinctions between developmental support and formal evaluation.

110. (A) I, II and IV only
Democratic supervision respects teacher professional autonomy, encourages collaborative decision-making, and promotes constructive peer feedback and self-evaluation. It rejects autocratic, fault-finding surprise inspections in favor of supportive, growth-oriented supervisory leadership. Involving teachers directly in instructional policy dialogue builds shared commitment, enhances professional confidence, and improves academic performance school-wide.

111. (B) Impulsive decision-making driven by unexamined personal triggers
High emotional self-awareness enables administrative leaders to recognize personal triggers, bias, and internal emotional states before taking administrative action. Understanding personal feelings prevents impulsive, erratic decision-making driven by unexamined emotions. Consequently, self-aware principals maintain composure, deliberate thoughtfully, evaluate situations objectively, and make consistent, fair administrative decisions under pressure.

112. (D) The strength of an individual's preference for a specific outcome or reward
In Victor Vroom's Expectancy Theory, valence represents the monetary or emotional value an individual attaches to an expected outcome or reward. It reflects personal preference strength, ranging from positive to negative. High positive valence increases overall motivation, provided the individual believes that their effort will achieve performance resulting in desired rewards.

113. (A) Reporting
In Luther Gulick's POSDCORB framework, the letter R stands for Reporting. This core managerial function involves keeping executive authorities, operational staff, and community stakeholders informed through detailed record-keeping, systematic research, performance evaluations, and formal progress reports. Reporting ensures structural transparency, institutional accountability, and informed decision-making across all operational departments.

114. (C) Highly qualified, dedicated, and collaborative teaching faculty
In SWOT analysis, internal strengths represent positive organizational assets, internal capabilities, or competencies controlled directly by the institution. A highly qualified, dedicated, and collaborative teaching faculty directly elevates instructional quality, student performance, and institutional reputation, providing an internal operational advantage that leadership can leverage for strategic development.

115. (A) Improve classroom teaching through direct observation and collaborative analysis
Conceptualized by Morris Cogan and Robert Goldhammer, clinical supervision aims to enhance classroom instruction through systematic, face-to-face observation and collaborative analysis. The cycle includes pre-observation planning, structured classroom observation, and analytical post-observation conferences, fostering reflective teaching practices, targeted pedagogical adjustments, and continuous professional growth in a non-threatening environment.

116. (D) Relational human systems requiring interpersonal influence and collaboration
Educational institutions are fundamentally relational human systems centered on interactions among teachers, students, parents, and administrators. Effective leadership requires interpersonal influence, empathy, emotional self-regulation, and collaborative communication rather than mechanical rule enforcement. Emotional intelligence enables leaders to navigate complex human relationships, manage organizational stress, build trust, and maintain supportive climates.

117. (A) Both A and R are true and R is the correct explanation of A
Implementing major organizational changes generates stress, anxiety, and operational resistance among school personnel. Principals with high emotional intelligence understand human emotional dynamics, communicate transparently, address staff anxieties empathetically, and build strong consensus. By managing emotional resistance constructively, emotionally intelligent leaders successfully lead change initiatives while preserving staff morale.

Click Here to Buy book on Amazon

118. (C) Conducting preventive classroom management workshops prior to the academic session
Preventive supervision anticipates potential instructional or administrative challenges and addresses them proactively before disruptions happen. Organizing preventive classroom management workshops prior to the academic year equips teachers with effective management strategies, clear behavioral protocols, and pedagogical tools, minimizing future disciplinary issues and ensuring smooth instructional delivery.

119. (D) Maintaining persistence in pursuing goals despite obstacles and setbacks
Within Daniel Goleman's emotional intelligence model, optimism represents the capability to maintain persistence, positive outlook, and drive while pursuing organizational goals despite setbacks, resource constraints, or operational difficulties. Optimistic leaders view failures as temporary, manageable learning opportunities, preserving personal resilience and inspiring sustained team effort toward institutional objectives.

120. (A) Path-Goal Theory (House)
Robert House's Path-Goal Theory asserts that an effective leader's primary role is helping followers define personal objectives and clarifying the path to achieving those goals by eliminating operational obstacles. Leaders adapt supportive, directive, participative, or achievement-oriented styles based on follower needs and task environments, maximizing motivation and performance.

121. (B) Shared values, beliefs, and practices shaping how school members act and interact
Organizational culture encompasses the shared values, deep-seated assumptions, formal norms, and everyday practices that govern how school members interact and perform. It defines institutional identity, influences teacher collaboration, and shapes professional behavior. A strong, positive culture aligns individual efforts with institutional mission, boosting staff commitment and academic effectiveness.

122. (B) Crisis Management and Adaptive Leadership
Remaining calm during acute crisis situations, organizing virtual learning teams, addressing parent concerns empathetically, and maintaining staff morale demonstrates high competence in adaptive leadership and crisis management. High emotional intelligence allows leaders to reframe strategies, communicate transparently under pressure, manage institutional anxiety, and ensure continuous operational performance.

123. (A) Interrelate and harmonize various parts of educational work and departments
Within Luther Gulick's POSDCORB framework, coordinating involves harmonizing, interrelating, and synchronizing various operational tasks and departments across the organization. Effective coordination prevents duplicated effort, resolves interdepartmental friction, aligns academic activities, and ensures that diverse administrative units work seamlessly together toward achieving shared institutional goals.

124. (C) 360-degree feedback assessment tools (e.g., ESCI)
Standardized 360-degree feedback tools, such as the Emotional and Social Competence Inventory (ESCI), provide comprehensive self-assessment and multi-rater evaluation frameworks for professional leadership development. Gathering feedback from self, functional peers, supervisors, and direct subordinates provides leaders with objective self-awareness, identifying blind spots and guiding targeted professional growth.

125. (A) I and II only
School climate reflects the subjective experiences, psychological atmosphere, and social interactions perceived by students, teachers, and parents within an educational institution. Research links positive school climate to higher academic performance, reduced student dropout rates, and improved teacher retention. Physical facilities play a secondary role, whereas relational quality and administrative support dominate climate.

126. (C) Encouraging team participation, consensus-building, and collaborative decision-making
Democratic leadership emphasizes team participation, open communication, consensus-building, and shared decision-making. Democratic principals involve teaching staff in administrative policy formulation, value diverse professional perspectives, and foster institutional ownership. This inclusive style boosts staff morale, builds organizational commitment, encourages pedagogical innovation, and creates a supportive school climate.

MCQGPT

57. (C) A is true but R is false
Creative supervision encourages educators to experiment with innovative teaching methods, adapt instructional strategies, and tailor curricula to meet diverse student learning needs. It moves away from rigid script adherence and punitive compliance. By fostering professional autonomy and pedagogical creativity, creative supervision transforms static instruction into dynamic, responsive, and effective classroom learning experiences.

58. (B) Team Management (9,9)
In Blake and Mouton's Managerial Grid, Team Management (9,9) represents high concern for task accomplishments combined with high concern for people. Leaders adopting this style foster strong team commitment, mutual trust, and shared institutional goals. By valuing staff well-being alongside operational execution, team managers achieve sustained high performance, organizational cohesion, and positive workplace climate.

59. (A) Utilizing contingent rewards, praise, and sanctions based on performance compliance
Transactional leadership operates on a contractual exchange framework between leaders and followers. Administrative leaders establish clear performance expectations, standardized operational rules, and defined task requirements, utilizing contingent rewards, professional praise, or administrative sanctions to maintain compliance. This style focuses primarily on efficiency, task completion, and maintaining established organizational routines.

60. (C) Institutional working conditions and formal administrative workplace policies
Under Herzberg's Two-Factor Theory, hygiene factors include extrinsic work conditions such as company policy, supervisory quality, physical working conditions, and salary. While adequate hygiene factors eliminate workplace dissatisfaction, they do not inherently drive intrinsic motivation. True intrinsic motivation stems from growth factors, including personal achievement, recognition, responsibility, and professional advancement opportunities.

61. (D) Informal, unofficial communication channels and social rumor networks within the staff
Grapevine communication refers to the informal, unofficial social communication network operating within an organization. It develops naturally through peer interactions, social bonds, and unofficial information exchanges, bypassing formal hierarchical channels. While rapid and effective for social connection, grapevine communication can spread unverified rumors, requiring proactive, transparent communication from leadership.

62. (C) Social awareness and school climate management
Restructuring staff meetings into inclusive, rotating working groups addresses unhealthy group dynamics, ensuring equitable participation among junior and senior staff. This action demonstrates high social awareness and proactive climate management. By recognizing group power imbalances and restructuring communication channels, leadership fosters psychological safety, open professional dialogue, and collaborative institutional culture.

63. (B) School Management Committee (SMC)
The School Management Committee provides the statutory operational mechanism for community involvement in school governance under educational laws. Comprising parents, local elected representatives, and teachers, the committee monitors school operations, oversees grant utilization, and formulates annual development plans, embedding democratic accountability, community participation, and local oversight directly into administrative decision-making.

64. (D) Coercive / Command Style
In Daniel Goleman's leadership taxonomy, the coercive or command style relies on immediate compliance, top-down directives, and tight administrative control. While harmful to organizational climate if overused long term, this style proves highly effective during acute organizational emergencies, crisis interventions, or immediate operational turnarounds requiring decisive executive action.

65. (A) I and II only
Self-regulation involves controlling disruptive emotional impulses, maintaining composure, and reflecting before acting under pressure. It emphasizes constructive management of personal feelings rather than total suppression of emotions. Regulated leaders adapt flexibly to changing situations, demonstrate high personal

Downloaded from www.pdf.tube

observation focus areas, and build professional rapport. Establishing targets beforehand ensures that subsequent classroom observation remains diagnostic, non-threatening, collaborative, and growth-oriented.

136. (A) Teaching-learning processes, curriculum development, and student academic success
Instructional leadership differs from general managerial oversight by focusing directly on teaching-learning processes, curriculum alignment, and student academic success. While managerial leadership manages routine operational maintenance, budgeting, and physical plant logistics, instructional leadership prioritizes pedagogical quality, teacher coaching, classroom observation, assessment analysis, and continuous academic achievement.

137. (B) Emotional Self-Awareness
Emotional self-awareness involves recognizing personal emotions, understanding their underlying triggers, and evaluating how internal feelings influence personal performance and interpersonal relationships. Leaders possessing high emotional self-awareness perceive their emotional states accurately, understand personal strengths and limitations, and maintain emotional control during administrative stress, preventing impulsive workplace behaviors.

138. (B) Perspective-Taking and Empathetic Mediation
Empathetic mediation and perspective-taking involve guiding conflicting parties to understand each other's emotional drivers, operational priorities, and viewpoints before proposing solutions. Requiring department heads to articulate each other's perspective defuses hostility, fosters mutual understanding, reduces defensive posture, and leads conflicting staff toward collaborative, mutually acceptable institutional resolutions.

139. (A) Resource person, facilitator, and professional growth partner
Modern educational supervision has evolved from traditional top-down inspectorial fault-finding to a democratic model where supervisors act as facilitators, resource persons, and professional growth partners. Supervisors work collaboratively with teachers, providing pedagogical support, organizing developmental opportunities, encouraging reflective practice, and creating supportive instructional conditions aimed at academic growth.

140. (A) I, II and IV only
Total Quality Management in education emphasizes continuous process improvement, comprehensive stakeholder participation, and team empowerment. TQM rejects narrow reliance on end-of-term inspection, focusing instead on systemic quality assurance, collaborative problem-solving, and continuous operational evaluation. Involving teachers, administrative personnel, students, and parents ensures long-term institutional excellence across school programs.

MCQGPT

141. (D) Receipts of salary and allowances disbursed to employed school staff members
The Acquittance Roll is an essential legal and financial register used in school administration to document official receipts for salaries, allowances, and monetary disbursements paid to employees. Serving as legally valid proof of payment, it features signatures or thumb impressions of receiving staff members, ensuring financial accountability and supporting official accounting audits.

142. (C) Focused self-reflection, targeted coaching, feedback loops, and intentional practice
Emotional intelligence in adult leaders can be systematically developed through focused self-reflection, professional coaching, multi-source feedback loops, and deliberate practical application over time. While cognitive intelligence remains fixed, emotional competencies represent flexible skills that are strengthened through conscious effort, self-monitoring, ongoing feedback, and guided experiential learning in daily work.

143. (B) New government grants announced for establishing STEM laboratories
In SWOT analysis, external opportunities refer to favorable external trends, environmental developments, or public policy initiatives outside immediate institutional control. Newly announced government grants represent valuable external funding opportunities, enabling school leadership to upgrade physical infrastructure, establish state-of-the-art STEM laboratories, and elevate academic programming across subject areas.

144. (D) Extrinsic rewards, strict control, coercion, and threat of penalties
Douglas McGregor's Theory X assumes that employees naturally dislike work, lack ambition, and avoid administrative responsibility. Consequently, leaders adhering to Theory X rely on extrinsic rewards, continuous supervision, strict operational controls, coercion, and threats of penalties to enforce task performance, driving workforce compliance through external administrative pressure.

145. (A) Alternating theoretical subjects and practical activities to maintain cognitive interest
The Principle of Variety in school time-table construction requires alternating heavy theoretical academic subjects with practical activities, physical education, artistic pursuits, or lighter instructional periods. Scheduling varied learning tasks across the school week prevents cognitive fatigue, maintains student interest and concentration, and balances mental exertion, thereby optimizing learning efficiency and classroom engagement.

146. (C) Social Skills / Relationship Management
Within Daniel Goleman's emotional intelligence framework, the Change Catalyst competency belongs to the Social Skills and Relationship Management cluster. Change catalysts possess the interpersonal competencies required to recognize necessary organizational reform, challenge stagnant routines, articulate compelling transformation visions, and lead staff smoothly through complex institutional change transitions.

147. (A) Both A and R are true and R is the correct explanation of A
Distributed leadership reduces individual burnout and enhances operational flexibility in large educational institutions by sharing administrative responsibilities across multiple qualified team leaders. Distributing decision-making authority leverages diverse teaching expertise, speeds operational response, empowers faculty members, and creates adaptive organizational capacity throughout all levels of school administration.

148. (D) Guiding, leading, motivating, and supervising employees to achieve goals
Within Luther Gulick's POSDCORB framework, directing represents the executive function of guiding, leading, motivating, and supervising personnel toward organizational objectives. It involves issuing clear operational instructions, providing continuous leadership, maintaining employee morale, and overseeing daily task execution, ensuring that institutional operations remain aligned with overarching academic goals.

149. (B) A continuous profile of student academic, physical, and social development over time
The Cumulative Record Card provides a continuous, comprehensive profile of a student's academic progress, physical growth, psychological traits, co-curricular achievements, and social development throughout their school years. Updated systematically by class teachers, this cumulative document delivers longitudinal data, enabling personalized instructional interventions, constructive parental feedback, and informed educational guidance.

150. (C) EI provides a foundation for school leaders to apply technical, managerial, and pedagogical skills through self-regulation and empathy.
Emotional intelligence provides the foundational human relational context through which educational leaders apply technical expertise, managerial skills, and pedagogical knowledge. Through self-awareness, emotional self-regulation, empathy, and effective social skills, leaders build organizational trust, manage workplace stress, resolve interpersonal conflicts, and create a supportive institutional climate conducive to academic success.

****

Click Here to Buy book on Flipkart

MCQGPT
125, Sector 6, Vidhyadhar Nagar, Jaipur 302039
www.mcqgpt.com

MRP. ₹ 690

UPSC EXAM 2025

PRINCIPAL & VICE PRINCIPAL

Scan QR Code For Demo PDF of This Book

Downloaded from www.pdf.tube